

Minutes of Regular Meeting

The Board of Trustees

Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Monday, October 28, 2024, at 6:30 PM in the Duncanville ISD Education Plaza, 710 S. Cedar Ridge Drive, Duncanville, TX 75137.

1. CALL TO ORDER AT 6:30 PM

President Dr. Flowers called the meeting to order at 6:30 pm. This meeting was called under the Texas Government Code 551.045.

The following trustees were in attendance: Jacqueline Culton, Carla Fahey, Dr. LaSonja Flowers, Phil McNeely, Cassandra Phillips, Janice Savage-Martin and Janet Veracruz. A quorum of the Board of Trustees was present, the meeting was duly called, and notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

2. OPENING CEREMONIES

A. INVOCATION
Trustee Veracruz

B. PLEDGE TO US FLAG AND TEXAS FLAG
Board Members

C. SUPERINTENDENT'S REPORT

Dr. T. Lamar Goree

1. UPDATE OF CURRENT DISTRICT EVENTS, INFORMATION, OPERATIONS, AND PROGRAMS
Dr. T. Lamar Goree

Dr. Goree presented the Superintendent's Report. Thank you very much, President Flowers, and good evening to all trustees and everyone assembled today. It's certainly my pleasure to bring you the superintendent's report for the month of October. I'd certainly like to start off by acknowledging that this month has been designated as National Principals Month across our country. As the trustees stand in recognition, I would like to ask our principals please stand at this time so that you can receive your appropriate recognition from the board. If you'll just remain standing for one second.

We certainly do want to take this opportunity to formally say thank you for all the things that you do every day to create the very best learning environments, not only for our students, but for our teachers and for our community. Thank you so much for what you do, and we do have a small token of our appreciation for the work that you do that should have been in your seats. And if not, please see someone from the communications team. Again, we do truly appreciate you, and though this month is set aside, you're special and deserve to be celebrated every day. Thank you for your work.

Let's give them one more round of applause.

We're also very excited to recognize that our educational foundation recently hosted their golf tournament. We did have a team representing the district that placed in second place, and I am excited that the funds generated for one of the things that they will support is our high line dance line as they to travel to New York City. I am excited that the funds that were generated will support them and will benefit our High Hats as they prepare to go on their trip this year.

Very interesting times and excited and thankful that our Cost Containment Committee has begun to meet, as you all know. And we will speak to this a few times tonight. We are in a situation where we do have to make sure that, as we provide students with the very best education possible, but make sure that we are as fiscally responsible as possible. And that means that we must make sure that we are appropriately spending our dollars. We are very excited that we have a diverse committee of stakeholders that have come together to help as we make decisions in the best interest of our school district. We'll speak certainly more specifically about the timelines very soon with our trustees but look to have some of those decisions made as early as January as we go into our budget process. And again, our goal is clearly that every child is provided with a high-quality education without us overspending on the resources that our tax base provides for us.

I want to give a big thank you to everyone who made contributions to the Duncanville ISD Board of Trustees Seventh Annual Students Coat Drive. The initiative has been very successful and we're so thankful to everyone that chose to donate to this worthy cause. Certainly, a special thanks to Trustee Phillips who I've had several conversations with her as it relates to this and it's truly beautiful to hear about the initiative from her perspective and how it started. And certainly, we are thankful to all trustees for your continued support of this very, very important cause. We know that every child deserves a very nice coat. It's appropriate for them to have that coat and we certainly, as a district, will be prepared to make sure that that does happen in Duncanville.

I do want to highlight this picture. This picture shows the dad's club that's forming at Kennemer Middle School and we're excited. And let's give that a round of applause. We are a school system that 100% believes in full engagement. And we know the engagement of our dads, and what we do is we educate children, which is very important. And I do believe that Kennemer is doing a wonderful job of setting an example of what that high quality dad engagement program looks like, and I am excited about seeing that continue to grow in the future. Thank you, Madam President. That does conclude our superintendent's report for the month of October.

D. RECOGNITIONS/COMMENDATIONS

Connie Wallace

1. DONATIONS

Connie Wallace

Ms. Connie Wallace presented Donations. Good evening, President Dr. Flowers, Board of Trustees and Dr. Goree. It is always a pleasure to share with you all the donations that we receive from our community and our stakeholders. They are printed there for you. You see that at Merrifield they have received a grant from the Laura Bush Foundation of \$5,000. We continue to have great support for the Panther Pantry hygiene items, backpacks, and school supplies. We also received gift card

donations from Smokey D'Z BBQ, one of our local establishments here. Great barbecue if you haven't gone before.

At this time, I would like to invite up a member of the Clay Cooley team. They have made a very generous contribution to Duncanville ISD and specifically they are doing this to support our employee appreciation efforts. We know that, in a time where there is a deficit, it's important that we generate revenue in ways that are appropriate, and we are so grateful to Clay Cooley Auto Group for saying yes.

They wanted to help sponsor our end of the year employee appreciation endeavor. And so, at this time, will Amy Evans please come forward, and a member of the communications team? I believe she has a check for us that we were in safekeeping with. And if I can have Madam President come down so we can grab a picture if that's okay.

Amy, I'm Connie Wallace and I am just so grateful that you and the Clay Cooley Auto Group said that you guys wanted to support our efforts. And so, at this time our board president, Dr. Flowers, is here and I'm going to invite one of our communications team members to come down and grab a picture of you guys. Thank you so much.

2. MADE WITH PRIDE Connie Wallace

Ms. Connie Wallace presented Made with Pride. It is Made with Pride in Duncanville time. Tonight, we have three amazing honorees. And the first one that I'll share with you all is Ms. Tena Wilson, a fifth-grade science teacher at Daniel Intermediate School. She stands out as a source of wisdom, warmth and positivity for her colleagues. Her impact goes beyond traditional teaching. She inspires new teachers to explore the deeper meaning behind the profession. And with grace and insight, Miss Wilson shares her invaluable knowledge, mentors her peers, fosters open communication with students and builds strong relationships with parents.

Amid the challenges of learning and growth, she highlights the importance of self-compassion, encouraging her colleagues to be kind to themselves throughout their journey. Nominated by her colleague, Ashley Battley, who attests to the transformative effect of her guidance. Even though they teach different subjects, Ms. Wilson's advice has greatly improved. Ms. Battley's classroom management, showcasing the profound support and mentorship she provides. Ms. Tena Wilson, will you please join me at the podium so that we can recognize you?

Are there family and friends here in recognition with Ms. Wilson? Any family and friends? Stand up. We want to see y'all. Stand up. Thank you.

And where is Miss Kimberly Martinez? Kimberly, are you here? Come on down. Miss Kimberly, I'm going to read about you, girl. This is Miss Kimberly Martinez. She's a fifth-grade student at Daniel Intermediate School and she is a shining role model to all her peers. She effortlessly embodies the qualities of a leader, a helper, and above all, a cherished friend. Last year, her exceptional dedication and spirit earned her the title of Ambassador at Hastings Elementary School. Girl, you're doing big things at Hastings and now at Daniel. Where she represented the very best of her community with

grace and enthusiasm. Now, just one month into the school year, her remarkable qualities have not gone unnoticed.

She has been selected as the student of the month by her class, a well-deserved recognition that speaks volumes about her talent, intelligence and kindness. Kimberly's achievements make her Aunt Jasmine, who nominated her, very proud. Did you know your aunt nominated you? She's proud of you. Her ability to uplift those around her and create an inclusive atmosphere makes her not only a standout student, but also an inspiration for her classmates. With her warm heart and brilliant mind, she leaves a lasting impression on everyone she meets. Kimberly reminds everyone that true excellence lies not just in achievements, but in how you treat one another. Congratulations, Kimberly, you are Made with Pride in Duncanville. You may be seated.

Mr. Tyrone Davis come on down. Mr. Davis is the receptionist at the Teaching and Learning Center, and he was nominated by Melinda Turner, the director of PEIMS, for his exceptional support and consideration during the setup of the temporary enrollment center at the start of the school year and throughout the remaining time that she has known you. She says that you are proactive in nature, and you are always eager to assist and help with anything and with everyone. She says that you are a true testament of dedication and teamwork. You are attentive, you are caring, and that is evident by how, when folks were helping at the enrollment center, you were like, "Would you like some food? Would you like some water?" Whatever they needed, you were there to help them and make sure that all things went exceptionally well.

He even adjusted the air conditioning to create a comfortable working environment. Your thoughtfulness and outreach and your solid interpersonal skills fostered a supportive atmosphere for all involved. Overall, you are proactive, you are supportive, you are considerate, and you are a remarkable asset to Duncanville ISD. And that is why you are Made with Pride in Duncanville. Congratulations.

I did not have the family and friends of Miss Kimberly Martinez to stand. Where are Kimberly's family and friends. Thank you, thank you, thank you.

Mr. Davis, where are your family and your friends?

Before you all go to closed session, I am going to ask that our board president, our superintendent, and any other board members that are available, if you will take a picture with our Made with Pride honorees before we go to closed session. But right now, turn your attention to the screen and we have a video to showcase and see them in action.

Video played here.

Ms. Wallace concluded the presentation. Thank you and congratulations to these amazing individuals for being Made with Pride in Duncanville.

3. DHS YOUTH AND GOVERNMENT

Governor Preston Lee and Attorney General Giselle Moreno presented DHS Youth and Government. Giselle Moreno introduced herself. Hello, my name is Giselle Moreno. I am the [inaudible 00:21:20]

Attorney General.

Preston Lee started the presentation. Hi everyone. My name is Preston Lee. I am the 78th Texas Youth Governor and National Board Council member for the YMCA's Texas Youth and Government Organization.

We are here to formally invite you all to our district conference next Saturday on November 9th at Duncanville High School. So, this conference is the first steppingstone to the annual state convention that is hosted in Austin, Texas every year. Students across Dallas and across DFW will gather next Saturday for a full-day event full of civic engagement and mock engagement across Duncanville.

The last time this conference was hosted in Duncanville was in 2021 and 2017 when the last governors were a part of Duncanville. And as Giselle and I are currently finalizing plans, we would love to have each of you attending next Saturday. And so, inside these goodie bags are the shirts that Mr. Kane is currently wearing. These are our new Youth and Government T-shirts for this year, and also, there is a QR code for you to RSVP. We thank you all so much for your continuous support of our organization and we look forward to seeing you all next week. So, thank you very much.

4. INTRODUCTION OF CHIEF FINANCIAL OFFICER (CFO)

Pamela Brown

Ms. Pamela Brown presented Introduction of Chief Financial Officer (CFO). Greetings Madam President, Board of Trustees and Dr. Goree. I'm going to ask Mrs. Brandy Mayo to join me at the stand. We are excited to announce the appointment of Brandy Mayo as our Chief Financial Officer. With 19 years of experience in finance, including 11 years in public education, Mrs. Mayo brings a wealth of expertise and enthusiasm to this role. Her impressive career includes positions such as Director of Accounting, Executive Director of Budget, and most recently, Chief Financial Officer at Venus ISD. Mrs. Mayo holds both a bachelor's and master's degree from the University of Tennessee at Chattanooga, is a certified government financial manager through the Association of Government Accountants and is certified as a registered Texas school business official by the Texas Association of School Business Officials, also known as TASBO. With her dedication and leadership, we are confident that Mrs. Mayo will help us achieve our financial objectives and continue advancing our mission. Please join us in extending a warm welcome to Mrs. Mayo as she has joined Duncanville ISD.

Mrs. Mayo did have some family in the audience if you would stand. She brought her husband and her children. Thank you.

3. COMMUNICATION FROM CITIZENS TO DISCUSS PENDING AGENDA ITEMS BEFORE THE BOARD

President Dr. Flowers stated. For communications from citizens regarding an agenda item, we received one card. And before you make your way to the front, please allow me to read the following.

State law prohibits board members from responding to speakers in public forum unless the topic regards a matter specifically posted on tonight's agenda. The board will carefully consider any concerns expressed and an administrator will investigate the matter. At your request, the administrator will contact you regarding your concern. Speakers will limit their comments to three minutes. If more than five speakers are present, speakers must limit their comments to two minutes. Any discussion concerning specific personnel is prohibited in open session. If you wish to address the board regarding a personnel matter, please contact the superintendent's office to schedule the matter for a future closed session meeting. Having stated that, when I call your name, please come forward, state your name again and your address and you may begin. Mr. Dale Kaiser.

Mr. Dale Kaiser addressed the Board. Good evening, Superintendent Goree and welcome to Duncanville ISD. I've not officially met you yet, but I've heard a lot of good things from my colleagues in the Caddo Association of Educators back home in Louisiana. My name is Dale Kaiser. I reside at 534 Frank Keasler Boulevard. I'm a taxpayer here in the district and I'm a teacher at Duncanville High School. I'm also with the Texas State Teachers Association and the National Education Association. I've come tonight to address an issue that's going to be on your consent agenda, basically approving finance reports. Well, what I have to propose to you deals with finances because this school year we're asking our employees to lead with impact while at the same time many of those employees across our district are taking home less money than they did last year.

Personally, I'm taking home less than \$914.28. So that's \$900 less that I get to take home. Why? Because you gave us \$300. The insurance plan under TRS Active Care went up \$1,200. There's the 900 right there. We didn't even cover the complete... And I know y'all give a generous supplement to health insurance, but when health insurance goes up that much, it's hard to make it up. But we have to do better at a time when we lead with impact in our classrooms on a daily basis, it's time for you all to start leading with impact with our employees because there is no reason any of our employees should bring home less than what they did last year.

Dr. Mike Moses, the former TEA commissioner, superintendent of Dallas ISD and an employee right here in Duncanville, taught me a long time ago, don't just come complaining about a problem, have a proposal. Here's ours. Give every employee in the district \$500 at Christmas, a standalone stipend. And yes, I know we're in a budget deficit, I know that, but I also know districts have fund balances and savings accounts and when they really want to find the money they can. To cost that, if we have 1,600 employees, the cost would be 800,000. If you only, do it for teachers, which really isn't fair to our support staff who are barely making above minimum wage anyway, it would be about 400,000. It needs to be somewhere in the middle.

And I ask you to work with us. We'll sit down and talk with you. Southwest AFT will do the same. And when it comes to next year, start doing something more for your teachers and all your employees, because if you look at the starting pay in Grand Prairie ISD at 63,000, to get that here in Duncanville, it takes you 17 years of experience. In a ranking of our district pay ranks, we don't even come close. We're not in the top 30, but we had a former superintendent make more than the president of the United States, and we have football coaches who are in the top 10 in the state. It's time to do that for everybody. Thank you so much.

President Dr. Flowers stated. Thank you for coming to the meeting.

4. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

The board went into Closed Session at 6:59 PM

A. CONSULTATION WITH THE BOARD ATTORNEY (§551.071)

Private Consultation with the Boards' attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act.

B. PURCHASE, EXCHANGE, LEASE, OR VALUE OF REAL PROPERTY (§551.072)

C. PERSONNEL (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Evaluations, Extensions, Leaves of Absences, Non-Renewals and Proposals for Non-Renewals, Renewals, Reassignments, Retirements, and Settlements

1. CONSIDER ADMINISTRATIVE APPOINTMENT - DIRECTOR OF STATE AND FEDERAL PROGRAMS

D. CYBERSECURITY IMPROVEMENTS

Dr. Brian Brown

5. RECONVENE IN OPEN SESSION AT 8:03 PM

6. TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION

Trustee Veracruz made a motion to approve the appointment of the Director of State and Federal Programs as presented; Trustee Savage-Martin seconded the motion. Motion carries 7-0.

7. CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES)

Trustee Savage-Martin made a motion to approve the consent agenda as printed; Trustee Fahey seconded the motion. Motion carries 7-0.

A. SEPTEMBER 16, 2024 MEETING MINUTES

Jody Lofton

B. OCTOBER 7, 2024 MEETING MINUTES

Jody Lofton

C. FINANCIAL REPORTS

Dr. Edd Bigbee

D. YOUTH 180 MEMORANDUM OF UNDERSTANDING

Tellauance Graham

E. APPLYTEXAS COUNSELOR SUITE MOU

Tellauance Graham

F. PURCHASE OVER \$50,000 - APPROVAL OF SECURITY OPERATIONS CENTER

Dr. Brian Brown

G. CONSIDER DESTRUCTION OF RECORDS

Mari Zamora

H. PURCHASE OVER \$50,000 - APPROVAL OF LASO II STRONG FOUNDATIONS GRANT FOR REGION 10 APPROVED PROVIDER

Dr. Sam Nix

I. PURCHASE OVER \$50,000 - REGION 10 EFFECTIVE SCHOOLS FRAMEWORK(ESF) AND TEXAS INSTRUCTIONAL LEADERSHIP (TIL) ACADEMY

Dr. Sam Nix

8. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

A. PURCHASE OVER \$50,000 - WATCHFIRE-SPECTRUM DIGITAL VIDEO SCOREBOARDS

Derick Roberson

Coach Derick Roberson presented Purchase over \$50,000 – Watchfire – Spectrum Digital Video Scoreboards. Good evening, Madam President, Dr. Flowers, trustees, Superintendent Dr. Goree. Tonight, I would like to present for your approval the purchase of new baseball and softball scoreboards. As you know, in the nation and the state of Texas, our athletic complex is considered one of the best for high school sports. I think it's important to note that, when making these decisions of trying to repair scoreboards or replace them, we met a lot in the spring. So much so that we had several companies come in to present what would be the best option for us and what would fit the needs of Duncanville. Our baseball scoreboard is more than 20 years old, presents a ton of challenges during inclement weather. And then our softball scoreboard is more than 10 years old.

So, while we were meeting on these scoreboards, we decided that we wanted to move forward with Watchfire Spectrum. In fact, we invited them here tonight. And the reason why we did that is because of the high-quality product that they presented to us. They were able to work with us on the rates. It wasn't the highest, it wasn't the lowest. They met us in the middle. And then also the availability to provide excellent customer service. They're a local company for us. Anytime we've had needs in the past with repairs, all we had to do was pick up the phone and they were there. The benefit of purchasing these scoreboards at this time is that we can try to help generate revenue for our district. Being able to have a digital scoreboard allows us to highlight our local sponsors and advertise what they have to offer to our community and our stakeholders. And then more importantly, it is also to highlight our student athletes. If you have any questions, I'm available and along with Watchfire as well.

Trustee Culton asked. Thank you, Mr. Roberson, for your presentation. I just have several questions. So, two scoreboards. One is 20 years old and the other is 10. What is the average life of a scoreboard?

Coach Roberson replied. Well, a long time ago when they were all analog, they would last almost seemed like a lifetime. But we've transitioned from those now and now we're dealing with digital scoreboards. Most of the time the life of a digital scoreboard is approximately 10 years old. So, we're at the brink, the same as our football and the other scoreboards as well, we're in a situation now where all our scoreboards are at the brink where they need to be replaced. So, it's important for you all to understand that when we considered this, we looked at the timeline of when we could try to

replace them and thought about the seasons that were coming. So, with volleyball and football, their season is now, it wouldn't be optimal to try to do it now, but with baseball starting in the spring, then we could do it, we can move forward with that one.

Trustee Culton asked. So, do all our scoreboards need to be replaced?

Coach Roberson replied. Yes ma'am. We have a scheduled timeline of when we want to try to present those. We didn't want to come in the situation that we're currently in and try to present something that would be over a million dollars and so we try to do it systematically and then meet the needs of the one that is most deserving at this time. And when I say that, when it rains, the scoreboard doesn't work.

Trustee Culton asked. Is that plan somewhere in our documents?

Coach Roberson replied. No ma'am, it's not. It's just something that we talked through in my athletic office as well as with my superintendent.

Trustee Culton commented. You mentioned advertising dollars. I guess, for the scoreboard that we do have, the one in the football stadium, I know that we advertise.

Coach Roberson replied. Yes ma'am.

Trustee Culton asked. Do you know how much revenue that generates?

Coach Roberson replied. Well really, I can't speak to it because anytime we do sponsorship that goes through the communications department, and they negotiate those prices and whatnot.

Trustee Culton commented and asked. I'm going to share with you some of my hesitation because we have a \$16 million deficit, and we're talking about an item that was not included in the bond sale and that was not budgeted, and we had an employee tonight address us about the insurance gap. So, I'm just asking myself whether this can be postponed until after some type of plan has been brought forward to address the deficit. I'm just wondering about the timing of this. So, let me ask you this, have we investigated any other sources of funding, maybe from donors or grants or anything like that?

Coach Roberson replied. Not at this time, we haven't.

Trustee Savage-Martin commented. I was thinking, the only other thing that we can do, especially on the baseball field since it hasn't been working for at least four years, could be five years, is hand out paper to everybody that comes in so they can keep the score and somebody down in the dugout, so they'll know how many outs they need to make and pretty fast. You know what I mean? That's silly. We've been sitting on this for a long time. It's not your fault, but athletics hasn't addressed it, but we need to address it. Those kids are trying to play baseball, and they bring their parents and their grandparents to a game and can't even tell what the score is. That's ridiculous. We need to take care

of this and it's a decent price for two scoreboards.

Trustee Fahey asked. Do you know how many teams come here after the season's over for district play? Some of them wanted to play here, but when the scoreboard doesn't work, we lose that money for playoffs. Because our facility's wonderful.

Coach Roberson replied. Yes ma'am. So, to your point, last year we were able to host one baseball and then maybe I think it was two for softball, but after that, everybody wanted to play in Duncanville because of the facility, but after that we couldn't because the scoreboards, they weren't working. Like you said, that's the opportunity for us to generate revenue with ticket sales, concessions and advertising, when we're able to host playoff games.

Trustee Culton commented. Those facilities were recently, I guess, renovated within the last three or four years.

Coach Roberson replied. Yes ma'am.

Trustee Savage-Martin asked. What was renovated?

Coach Roberson replied. I know that the turf fields, we had turf fields in all our facilities upgraded.

Trustee Culton asked. So, they were renovated but the scoreboard was not working at the time?

Coach Roberson replied. Well, to my knowledge it wasn't as big as a problem, it was off and on, sketchy at best.

Trustee Culton commented. I understand. All right, thank you.

Trustee Savage-Martin made a motion to approve the purchase of Watchfire Spectrum Digital Video Scoreboards in the total amount of \$397,775; Trustee McNeely seconded the motion. Motion carries 5-2.

B. CONSIDER APPROVAL OF DUNCANVILLE HS PANTHERETTES' BASKETBALL TEAM TO PARTICIPATE IN THE CAPITALONE CLASSIC & SHE GOT GAME SHOWCASE IN WASHINGTON, D.C. (DECEMBER 11-15, 2024)
Derick Roberson

Coach Derick Roberson presented Consider Approval of Duncanville HS Pantherettes' Basketball Team to Participate in the Capital One Classic & She Got Game Showcase in Washington, D.C. (December 11-15, 2024). Next on the agenda for us, it's that time of the year, we're in basketball season and I think that you know that we have national programs with both the Pantherettes' and boys' basketball programs. So tonight, I'd like you to consider for approval the Duncanville Pantherettes' basketball team to participate in the Capital One Classic and She Got Game showcase in Washington D.C. I think it's important to note that because of our national program we are invited year in and year out, not just to that one but to several other tournaments as well, out of state. The one thing that I can note

about our Pantherettes is that they've done a very good job of raising funds for themselves to be able to travel, to pay for the travel costs, the lodging and the meals.

We will also have a chaperone that will accompany our coaches and that will be one of the assistant principals. Just so you know, the lodging situation for the Capital One Classic, they will pay for one night, eight rooms, and then the Duncanville Pantherettes will pay for the remainder of the stay along with the travel and the meals. Are there any questions?

Trustee Veracruz commented and asked. I understand that this is going to be a wonderful experience. Can you please share with me why we are being told that they're being accompanied by the coach and one assistant. Are there any more chaperones for this kind of team?

Coach Roberson replied. Yeah, so there are four coaches or maybe five coaches and then an assistant principal. So, it's not just one coach and the assistant.

Trustee Veracruz commented. I think it was the way it was worded.

Coach Roberson replied. Yes, my apologies.

Trustee Veracruz asked. Are parents invited as well?

Coach Roberson replied. They're more than welcome to pay and go and travel as well. Yes ma'am.

Trustee Veracruz commented. Thank you for confirming that.

Coach Derick Roberson replied. Oh, yes ma'am.

Trustee Fahey asked. Are there any fundraising efforts presently going on that perhaps the community could buy cookie dough or whatever?

Coach Roberson replied. Coach Ford, do we have any other ones that we're doing currently?

Coach Ford replied. Hello. We're currently doing Vertical Raise where you can donate and if you are a business owner you can use it as a tax write-off.

Trustee Fahey asked. And that's on our website?

Coach Ford replied. We can get it out to Coach Rob. We just started it. It just got approved so we just started it on Friday.

Trustee Fahey replied. Thank you.

Trustee Phillips asked. Vertical Raise, what is that?

Coach Roberson replied. It's an opportunity for people to donate to our teams on the kids' behalf so

to speak. The kids don't really have to do anything or go out and try to petition people to donate on their behalf. The school has an agreement with Vertical Raise, and they put out information just about our team to try to donate and try to help raise funds. So, it's not like they go door-to-door selling cars or anything like that just so that people know what we are trying to accomplish.

Dr. Goree replied. That's the new cookie dough. It's where you donate, and they set the total and then you have to keep racing to get there.

Coach Roberson commented. Yes, they used to have Snap Raise and now they have Vertical Raise, so it all is a different race

Trustee commented. Works well for families because you can see how much other people have given.

Trustee Savage-Martin made a motion to approve out of state travel for the Duncanville High School Pantherettes for the purpose of participating in the Capital One Classic and She Got Game Showcase in Washington D.C, December 11 through the 15th, 2024; Trustee Fahey seconded the motion. Motion carries 7-0.

C. CONSIDER APPROVAL OF DUNCANVILLE HS BOYS' BASKETBALL TEAM TO PARTICIPATE IN THE CHICAGO ELITE CLASSIC IN CHICAGO, ILLINOIS (DECEMBER 6-8, 2024)
Derick Roberson

Mr. Derick Roberson presented Consider Approval of Duncanville HS Boys' Basketball Team to Participate in the Chicago Elite Classic in Chicago, Illinois (December 6-8, 2024). Next, Madam President, if I could, I'd like to present for the board's consideration, our boys' basketball program, again, a national program and they've been invited to four different locations. I'll present each one separately. The first one is to the Chicago Elite Classic in Chicago Illinois December 6th through the 8th. The difference, and I don't know why it's like that, but the difference is that most of their lodging travel meals have been sponsored by the tournament host. So, our boys will only be responsible for three airline tickets to this one and then two meals per day for the kids. Everything else, the other 18 tickets, lodging, all of that's been comped by the tournament host. Are there any questions?

Trustee Culton a motion to approve the Duncanville High School boys' basketball team to travel and compete in the Chicago Elite Classic in Chicago Illinois December 6th through 8th, 2024; Trustee Savage-Martin seconded the motion. Motion carries 7-0.

D. CONSIDER APPROVAL OF DUNCANVILLE HS BOYS' BASKETBALL TEAM TO PARTICIPATE IN THE HOLIDAY HOOPFEST IN SALT LAKE CITY, UTAH (DECEMBER 12-15, 2024)
Derick Roberson

Coach Derick Roberson presented Consider Approval of Duncanville HS School Boys' Basketball Team to Participate in the Holiday Hoopfest in Salt Lake City, Utah (December 12-15, 2024). Again, this is another elite opportunity. I think one thing that we should note is that, because of their national prominence, that's the only way that they can compete and be considered a national champion. I

think you remember a few years ago we didn't get to participate in UIL State, but we still were deemed the national champions, and it was because we participated in these types of tournaments. The same with this one. The lodging will be provided by the tournament host, Southwest Airlines, the travel will be provided by the tournament host and then the DHS boys will have to purchase a ticket or two. The meals are provided by the Holiday Hoop Fest as well. And then the Duncanville boys will provide two additional meals for the tournament. The one thing I want to point out before we do move on is that even though they're trying to go to the different tournaments out of state, they're only going to miss three days of instruction, which I think is paramount during this time. If you have any questions, I'll be more than happy to answer.

Trustee Veracruz commented and asked. Again, I love the exposure that they're getting. Could you tell me who keeps up with their academics or who's watching over that they're having standards set before they take off on these trips?

Coach Roberson replied. That's a great question. So, we're fortunately one of the few schools in the entire state that has an academic advisor on campus in our athletic office. She partners with the counselors and talks to the coaches about the eligibility standing where they're missing assignments, the whole nine yards. She stays abreast of that. She also contacts parents on their behalf as well. And that's Ms. Butts in our athletic office.

Trustee Fahey made a motion to approve the Duncanville High School boys' basketball team to travel and compete in the Holiday Hoop Fest in Salt Lake City, Utah, December 12th through the 15th, 2024; Trustee Phillips seconded the motion. Motion carries. 7-0.

E. CONSIDER APPROVAL OF DUNCANVILLE HS BOYS' BASKETBALL TEAM TO PARTICIPATE IN THE ORLANDO HOOPFEST IN ORLANDO, FLORIDA (DECEMBER 26-29, 2024)
Derick Roberson

Coach Derick Roberson presented Consider Approval of Duncanville HS Boys' Basketball Team to Participate in the Orlando Hoopfest in Orlando, Florida (December 26-29, 2024). This is one that you all might want to go to because it is in Orlando during Christmas time. So, with this one it is just like the other ones. The hotel lodging information hasn't been provided yet, but it is going to be covered by the tournament host. This is another elite tournament experience that they're being provided. Transportation has been provided as well except for four tickets that we will have to purchase. They also have done fundraising to raise money. And then the eight passenger vans for ground travel, the DHS boys' basketball team will have to provide as well. Meals, one meal provided by the Holiday Hoop Fest tournament host and then the boys' basketball team will provide additional meals while they're there. Chaperones, of course, are the boys' basketball coaches as well as an assistant athletic director from our office. Are there any questions?

Trustee Culton made a motion to approve the Duncanville High School boys' basketball team to travel and compete in the Orlando Hoop Fest in Orlando, Florida, December 26th through the 29th, 2024; Trustee Savage-Martin seconded the motion. Motion carries 7-0.

F. CONSIDER APPROVAL OF DUNCANVILLE HS BOYS' BASKETBALL TEAM TO PARTICIPATE IN THE NIKE TOURNAMENT OF CHAMPIONS FEATURING HOOPFALL WEST IN PHOENIX, AZ (JANUARY 1-5, 2025)
Derick Roberson

Coach Derick Roberson presented Consider Approval of Duncanville HS Boys' Basketball Team to Participate in the Nike Tournament of Champions Featuring HoopFall West in Phoenix, AZ (January 1-5, 2025). So again, this is the Nike Lead Tournament of Champions, and our program is without question privileged to be able to participate if granted approval. It's the same, the tournament host is providing lodging. And then with this one they're staying at the Arizona Grand Resort. And the reason why I say that is because I was like, when it's a resort it must be nice. So, I looked it up, and it is amazing. I may myself be going to that one if my assistant doesn't take over. But the lodging will be provided. I think the boys will have to provide two rooms on their own. Southwest Airlines, transportation will be provided for the boys as well. The basketball team will pay for four out of 22 tickets. Then the ground transportation will be provided by both the tournament host and our DHS boys. Meals, just like the other tournaments, they'll provide one per day and then our DHS boys will provide the remaining meals. Do you have any questions?

Trustee Fahey asked. Does Duncanville ISD get airline miles?

Coach Roberson replied. That would be great. I wish that we could.

Trustee Fahey commented. Well, if we paid with a credit card.

Coach Roberson replied. That's a good question.

Trustee Veracruz asked. We have done back-to-back with athletic motions here and you're reassuring us that their academics are of the utmost...Yes?

Coach Roberson replied. Yes ma'am. This is just a small tidbit, and you might not know it probably, but I was not just a stellar athlete in college, but I was a scholar athlete. So, academics are very, very important. I went to Texas Tech on an engineering scholarship, not an athletic scholarship. So, when we talk about academics, we are not allowing our teams to go anywhere if they can't take care of their business. To my knowledge, when I talk to my coaches every single year, we're on point with academics. It's paramount. And so, we want to try to do our part to make sure that our athletes are both holding their responsibilities in the classroom.

Trustee Veracruz commented. Absolutely. Because they're our future. Thank you.

Coach Roberson replied. Yes ma'am. You're welcome.

Trustee Savage-Martin made a motion to approve the Duncanville High School boys' basketball team to travel and compete in the HoopFall West in Phoenix, Arizona, January 1st through the 5th, 2025; Trustee Culton seconded the motion. Motion carries 7-0.

Trustee Savage-Martin commented. I want to say you have organized the athletic department tremendously. I've watched it since the '70s, so you have done a great job. Keep doing it. That department will pay for itself in athletics.

Coach Roberson replied. Thank you so much. Yes ma'am. Absolutely. I appreciate the sentiments.

G. REQUEST FOR PROPOSAL (RFP) 24-25.014 DOOR SURVEY AND AUDIT SERVICES

Mari Zamora

Ms. Mari Zamora presented Request for Proposal (RFP) 24-25.014 Door Survey and Audit Services. Good evening, President Dr. Flowers, Board of Trustees. To ensure the safety of our students and staff, the district solicited proposals to conduct an audit for all district interior and exterior doors. The request for proposal RFP 24-25.014 was released July 23, 2024. A key portion of the audit is for the contractor to map and label all the interior and exterior doors. In addition to providing all the audit information to upload to our district's key management software that we use. There was a now non-mandatory pre-bid meeting on August 13, 2024, to go over the specifications and the details of the work. The completed proposals were received prior to closing at 2p.m on August 23, 2024. The district received only two responses. As you can see on page 171 of your board book, the two responses were evaluated and ranked based on price, reputation of the vendor, quality of service, extent to meet the needs of the district, vendor's past relationship with the district, long-term cost and principle place of business. Based on the ranking, ASSA ABLOY, Electronic Door Security Sales Group Incorporated ranked highest.

ASSA ABLOY is familiar with our key management software and has successfully completed similar work in other It is expected to be completed by Spring Break, March 7, 2025. Therefore, tonight we're recommending the board award RFB 24-25.014 to ASSA ABLOY Electronic Door Security Sales Group Incorporated. Please let me know if there's any questions that Mr. Joe Peterka, Director Maintenance or I can answer for you.

Trustee Savage-Martin made a motion to approve the award of RFP 24-25.014 to ASSA ABLOY Electronic Door Security; Trustee McNeely seconded the motion.

Trustee Culton asked. Good evening, Ms. Zamora, I have a question regarding the second bidder. So is their bid included in our documentation.

Ms. Zamora replied. It is not, you have their information on the scoresheet. The second bidder was less expensive. However, when they bid, they didn't include a lot of what we asked for, including the information to put into our software and that was a big component of that.

Trustee Culton asked. So, they were not responsive?

Ms. Zamora replied. They responded but didn't include everything we asked for. When we evaluated, we had to take that into account.

Trustee Culton asked. Was this project bid previously?

Ms. Zamora replied. We had requested a quote prior just to get an idea of how much it would cost and then we realized it was over \$50,000. Then we put an RFP out there. So, we had more vendors who could participate.

Motion carries 7-0.

H. REQUEST FOR PROPOSAL (RFP) 24-25.012 FIRE SUPPRESSION SYSTEM & RELATED SERVICES

Mari Zamora

Ms. Mari Zamora presented Request for Proposal (RFP) 24-25.012 Fire Suppression System & Related Services. The district solicited proposals to obtain vendors to provide as needed fire suppression services, which include inspection, maintenance, repair, troubleshooting, service upgrades, new installations, and emergency repairs. The request for proposal RFP 24-25.012 was released July 23, 2024. The proposal covers all Duncanville ISD facilities, and any new facilities constructed during the time of the proposal. We had another non-mandatory pre-bid meeting on August 6 to go over the specifications and the details of the work. The completed proposals were received prior to closing at 2 p.m. on August 21. The district received eight responses. We then released additional questions on September 3 to all eight bidders and those responses were received by September 10, 2024.

As you can see listed on page 203, the responses were evaluated and ranked based on price, reputation of the vendor, quality of service, extent to meet the needs of their district, vendor's past relationship with the district, long-term costs and any other relevant factors. Based on the ranking, Century Fire Protection ranked highest. We've successfully used Century Fire before and this contract will be effective upon board approval through October 28, 2025, with an option to renew for three additional years in one-year increments. Therefore, tonight we're recommending the board award RFB 24-25.012 to Century Fire Protection. Please let me know if there's any questions, Mr. Peterka and I could answer for you.

Trustee Veracruz made a motion to approve the award of RFP 24-25.012 to Century Fire Protection; Trustee Savage-Martin seconded the motion.

Trustee Phillips commented and asked. Ms. Zamora, thank you so much for your presentation. I have a question about the vendor's past relationship with the district. It seems like if a vendor has never done business with Duncanville ISD, how do they get their foot in the door if they're up against three other companies that have done business with the district?

Ms. Zamora replied. So that could work and not work. Sometimes there might be a vendor who has worked with the district but hasn't been very successful. So, then that company would then write lower points. We do consider vendors who have worked with in the past and provide a good service. But that is just one piece of the evaluation. It's not the entire piece that we look at. We look at a variety of things.

Trustee Phillips asked. I looked at the last one we just approved, and it was the same thing. I understand that there are different pieces that need to be calculated, but how does a new vendor have the opportunity to work with Duncanville ISD, does that even have to be a requirement?

Ms. Zamora replied. There are some certain recommended things in purchasing that say what you would use to evaluate and that's one of them. That could be something that we could look at in the future, maybe not include, but it is, I think, that one's worth five points. So, there might be a vendor who maybe has never worked with us before, but in all the other elements they score higher, that could outweigh the five points that maybe they may not get, versus another vendor.

Trustee Phillips asked. How many vendors have we worked with in the past that were not working with Duncanville but won a bid? I'm just curious.

Ms. Zamora replied. You mean for this one? I'd have to go back and look at the previous.

Trustee Phillips asked. Could you get me that information?

Ms. Zamora replied. Sure. We can work with purchasing if we can get that.

Trustee Phillips commented. I'm curious to know if vendors that haven't worked with the district have an opportunity to do business in Duncanville.

Ms. Zamora replied. I can tell you I brought the window film company. They'd never worked in our district. They were one of them that I can tell you that I for sure have brought to the board.

Trustee Savage-Martin asked. I think that this is an important category because it has to do with fire protection and I would want us to work with a company that brought us, you know what I mean?

Trustee Fahey asked. Are Midlothian and Irving ISD the only two school districts they have worked with or is that presently or total?

Ms. Zamora replied. Century Fire has worked with Duncanville.

Trustee Fahey asked. But I mean are Irving and Midlothian the only other school districts?

Ms. Zamora replied. I need to double check on that. I don't think they're the only ones.

Trustee Fahey asked. Another question on long-term costs to district. Why is Century almost twice as long?

Ms. Zamora replied. They ranked higher because what we looked at are what are the different types of systems they know how to use? Because in the district we may have different systems at different campuses. So, we look at that, we base that one on who has the experience in multiple systems that are in the district. Some of them didn't have experience or people who could work on all the systems

we had.

Trustee Culton asked. I have a question regarding page 223. There is a question that states, if you currently do not have technicians licensed or certified to work on Radionics or Harrington, how long will it take to go through the process of getting technicians that licensing? And the response was, I would have to check into this, I'm not sure what the requirements are for these licenses.

Ms. Zamora replied. These are the additional questions I mentioned that we had to send out.

Trustee Culton asked. I guess my question is, did they check into it and provide a response?

Ms. Zamora replied. I'm not sure if they've provided a response yet.

Trustee Culton asked. So, let me ask you about Radionics and Harrington. What exactly are these two systems? And I guess I'll start with that.

Ms. Zamora replied. I'm going to have Mr. Peterka come up and share that.

Mr. Joe Peterka replied. Radionics and Harrington are brands of fire systems. We are transitioning as a district, trying to transition everything over to Silent Knight as a brand, but we still have some of those old systems in a couple of locations.

Trustee Culton asked. So, the transition, when will that happen?

Mr. Peterka: It's been happening over the last several years through previous bond programs.

Trustee Culton asked. Well, I guess I wasn't exact in my question. When will we no longer have Radionics and Harrington in our system?

Mr. Peterka: This current bond issue should cover all that.

Trustee Culton commented and asked. Okay, so it won't be an issue. So, this time next year then, we won't have Radionics and Harrington?

Mr. Peterka: I'm not going to say. I don't know about the construction. So at least within two to three years, all that should be gone.

Trustee Culton asked. If they don't have licensed technicians to service those two, what is our-

Mr. Peterka: They're going to have to get licensed.

Trustee Culton asked. If we agree to a contract currently, how do we ensure that they have technicians that can service all our systems that we have?

Mr. Peterka: For them to tag the system for the city of Duncanville, they have to be licensed. So, when

those annual inspections come up next summer, they're going to have to be licensed by then to do those inspections to be able to tag those systems.

Trustee Culton asked. I guess if they aren't, then they'll be in breach of contract?

Mr. Peterka replied. Yes.

Trustee Culton commented. So, they're really not qualified then to service all of our equipment.

Mr. Peterka replied. At this moment in time.

Ms. Zamora added. Of all the bidders, not one of them had all the certifications they needed.

Trustee Culton commented. So now none of them had Radionics or Harrington.

Mr. Peterka replied. Or were missing some other brand that we have.

Trustee Phillips commented. My question was general about businesses trying to do business in Duncanville. It wasn't about Sentry, it wasn't specific to that company, so it was just a general question, just for the record. Just want to know, I want to know how businesses, how a company can do business in Duncanville if they've never done business with us. That's it. Thank you.

President Dr. Flowers commented. It's not necessarily about your presentation. This is just a reiteration with Dr. Goree. We've had this conversation before about being intentional about allowing opportunities for new vendors to participate and serve Duncanville. We want to be equitable; we want to be diverse in our vendors, and we want you guys to be intentional about the vetting process because we don't want to be gatekeepers. And so, some of the questions that we're asking is really stemming from that across the board, that when you present to please allow the board to know some of the processes and that you are intentionally seeking a diverse set of vendors. That's what we're asking you guys to do.

I'm sorry, I shouldn't speak for the board. That's what I'm asking. That's what I've spoken to Dr. Goree about and that's what I'm looking for from the staff as you present and we're looking for vendors. I do appreciate loyalty. It has its place. But again, that gatekeeper thing is important to me.

Trustee Culton asked. Mrs. Zamora, do the systems require annual inspections?

Ms. Zamora replied. Yes.

Trustee Culton asked. Who is our current vendor?

Ms. Zamora replied. Currently Sentry Fires.

Trustee Culton replied. So, are they able to service the Radionics and the Harrington systems?

Mr. Peterka replied. For sure one, maybe multiple technicians that did our most recent inspections

are no longer with them. They're with a competitor now.

Dr. Goree commented. So, you're saying they don't have the capability today to do that then.

Mr. Peterka replied. Today.

Motion fails 2-5.

I. APPROVAL OF EDUCATION SPECIFICATIONS FOR THE NEW DUNCANVILLE ISD CAREER
TECHNICAL EDUCATION (CTE) FACILITY
Andrea Fields

Ms. Fields presented Approval of Education Specifications for the New Duncanville ISD Career Technical Education (CTE) Facility. Good evening, Madam President, Dr. Goree, and Board of Trustees. It is my pleasure this evening to present this action item to you, for approval of our education specifications for the new Duncanville ISD Career Technical Education facility.

I want to orient you in your board book because you have quite a few documents, and so I want to share that first. And then we're going to have someone that's going to walk you through what the specifications are per our administrative code. In your board book, of course, you have the opening there. The opening starts on 224. You have the presentation that will be brought forth to you with specific specifications for the CTE center. And then you have the Texas Administrative Code. It's about 70 pages that we printed for you in case you want to really see what the state of Texas requires for new construction. And so, all of that about the doors, the silent panic alarm, everything that is required of facilities is included there for you. A little light reading for you may be late at night if you'd like to read what the code says.

And so tonight, board, I want to also say to you just as context that in July of 2023, as we determined, as you, the board, determined that we were going to call for bond planning, one of the wise things you did at that time was really put into place a long-range facility requirement. So, when we were studying the bond, you took care of that first requirement for what you're going to do tonight. Then of course in November of 2023, our wonderful voters here in Duncanville ISD passed the proposition of the \$170 million bond for facilities renovations, which includes the CTE facility that we're going to discuss tonight. So as per the code, you must approve the educational specifications for the Career Technical Education facility.

So, with that, I'm going to step aside and welcome to the podium, and she's probably right behind me, is Ms. Julie Williams, who is a planner with Huckabee Architects. She's been very instrumental in the work that we've done so far with the career technology facility. And she's going to talk with you specifically about the presentation of the specs for this particular facility. Ms. Williams?

Ms. Julie Williams continued the presentation. Thank you, Ms. Fields. Good evening, Madam President, Board of Trustees, and Dr. Goree. It is my privilege to stand before you and share with you the educational specification document that we request for approval as well as the level of compliance that is part of the educational specification. As Ms. Fields presented to you in that lovely light reading that you have, part of chapter 61 is the new TEA requirements that address how school

districts move forward with any educational project that is over \$50,000 requires an educational specification. The specification identifies the type of program that it is, the number of students and the type of students. It has space allocation, square footage, it has an inclusion, the identification of design of inclusion, as well as safety and security.

It is a brief document. It's not what is considered, if you've seen in the past an educational specification that is about 300 pages, that's more of a design specification. This gives you the facts. It identifies the people that are the decision-makers. It identifies the people that were involved in the design of the work, as well as the number of students, the number of educational spaces and how they'll be used, and the square footage per the allocation for classroom instruction, as well as the adjacencies of classroom instruction.

Part of the educational specification is also known as the level of compliance. You have a choice of looking at quantitative or qualitative. Quantitative as we refer to, I don't know how to say it the right way, it's students and chairs. And then qualitative is looking at the overall requirement. I have a different way of identifying, sorry. I have to remember my audience. And qualitative is looking at the overall quality of education so you can have more students and less space, whereas quantitative is looking at the actual allocation of space. There's an allocation of square footage that's given to per student.

Through the workshops, your staff and your team have identified the CTE or the Career Technical Education addition to be a quantitative level three compliance. As well as the new ninth grade center, which is not an addition, but it's a reallocation of space is also being a qualitative level three compliance. So, before you this evening, there are two pieces. There's the level of compliance and the educational specification. And I think that's all they need to have, right? Thank you so much for your time. Any questions?

Trustee Veracruz made a motion to approve the educational specifications for the Duncanville High School Career Technology Education facility as outlined in Texas Administrative Code, Title 19, Part Two, Chapter 61, Subchapter CC; Trustee Savage-Martin seconded the motion.

Trustee Culton asked. Regarding the document. It is four pages, and I guess can you just walk us through the key parts of the document that you shared?

Ms. Williams replied. So, the key element to the document is the first page. It identifies the people that were involved from the district as well as the design team. The second key part is the allocation of space, the overall square footage. So, we identified, I think it's 9,600 and some odd square feet of what the original high school square footage allocation is. And then the addition of the Career & Technical Education space, which is about 37,000 square feet.

The other part is the identification of the qualitative level three compliance. The next piece is the design inclusion, which means that we're trying to design inclusively for all students. It could represent how it's going to be taught, but this was a collaboration with your district staff to come up with what inclusion means to them, and then the safety and security component. And then how each of those spaces are broken down and the square footage allowed for the number of classroom spaces and labs.

Trustee Culton asked. So, my question, there is a maximum student enrollment listed of 568 students.

Ms. Williams replied. Those 568 students is for the new addition.

Trustee Culton commented. Yes, for the new addition.

Ms. Williams replied. We're not adding students to the high school because we're taking from existing spaces and we're moving them to an enhanced Career & Technical Education atmosphere and environment. Did I let you finish your question? I'm sorry.

Trustee Culton asked. Well, no. I guess my question was how did we arrive at 568?

Ms. Williams: replied. Great question. So, what we look at is, again, working with your district staff identifying how many students that we wanted to have in each classroom, so that means quantitative is students per seat. If we had the spaces 800 square feet, we identified that there's going to be 30 students for each one of those classrooms. Part of it is dictated by the state. For high school, that's 24 and above. We don't want to overpack because then you're taking away from the educational environment.

Lab space also has a certain requirement. Lab space is given at 50% of allocation, whereas classroom space is at 100%. So how we arrived at the actual seats, what we call the seeds, is we looked at the number of instructional spaces and times that by 30, which gave us that allocation for capacity. There's capacity and functional capacity. Functional capacity is done at what we call 75%, so it means that we may not have 30 students in the classroom at all at one time, or there could be an average, but it averages out to about 75% of what the intended instructional space is.

Trustee Culton asked. So, the functional capacity, like you said, 75% utilization of the max. When we look at 1,246, what are the units on that?

Ms. Williams replied. On the instructional classroom, so the functional capacity means overall within all the allocated spaces for the Career & Technical Education spaces, that's including the renovated spaces, not just for the addition, means that I can get 1,021 students in those spaces. And then with the lab, the instructional labs, it's 225 because each of those instructional spaces has a lab. You'll be seeing a presentation on the design and how those things all work. It's an identification of space, they fluctuate, but it gives you an idea for enrollment, and then you'll work with your team over here to come up with the right programs for those spaces.

Trustee Culton commented. Thank you very much for that clarification. I appreciate it.

Motion carries 7-0.

J. REVIEW AND APPROVAL OF LEVEL OF COMPLIANCE STATEMENT FOR NEW CAREER AND TECHNICAL EDUCATION (CTE) ADDITION AND THE HIGH SCHOOL RENOVATION
Andrea Fields

Ms. Fields presented the Review and Approval of Level of Compliance Statement for New Career and Technical Education (CTE) Addition and the High School Renovation. And again, Ms. Williams is going to present the next item, which is the statement of compliance. It's a one-pager and that goes along with what you'll need to approve tonight. Ms. Williams.

Ms. Julie Williams continued the presentation. So, this is our method of compliance. It's the adoption of our educational specifications, which you've already done or has been presented. And then it's the campus overview and the level of compliance, which we stated was at level three that the team had identified of how they want to provide teaching and instruction.

The designation by the board is that a school district board of trustees shall approve the compliance whether quantitative or qualitative, it was identified as qualitative, method of compliance before the commencement of design development. We are now at the end of schematic design. So, before we can progress into design development, we need to have board approval that states that we accept the level of compliance at quantitative level three. So, our recommendation is that Duncanville High School Career & Technical Education Center additions and renovations should be designated to comply with the quantitative method of compliance with the flexible level three.

Trustee Veracruz made a motion to approve the level of compliance statement for the new CTE addition and the Duncanville High School renovations as per the Texas Administrative Code, TAC, Title 19, Part Two, Chapter 61, Subchapter CC; Trustee Savage-Martin seconded the motion. Motion carries 7-0.

K. APPROVAL OF PURCHASE OF NETWORKING EQUIPMENT

Dr. Brian Brown

Dr. Brown presented Approval of Purchase of Networking Equipment. Good evening, Madam President, Board of Trustees, and Dr Goree. It is my pleasure to present for your consideration this evening the purchase of networking equipment utilizing bond funds to replace ageing and outdated equipment at Duncanville High School. The core switches at DHS are currently facing a demand for network traffic that exceeds the capabilities of the current equipment, which was purchased in 2014. The cost for this upgrade is \$30,584.72. This is the first of many infrastructure upgrades as part of the bond program that will be brought to you over the course of the next two years.

I'm happy to answer any questions you may have.

Trustee Culton made a motion to approve the purchase of networking equipment from Netsync Network Solutions under a purchasing contract via the Texas Department of Information Resources for the amount of \$30,584.72; Trustee Savage-Martin seconded the motion. Motion carries 7-0.

9. INFORMATION/DISCUSSION AGENDA

A. JROTC UPDATE

Dr. Sam Nix

Dr. Sam Nix presented JROTC Update. Good evening, Madam President, members of the board, Dr. Goree. It's my absolute pleasure to bring you an update just on our Junior ROTC program. I can remember sitting here and we were talking about the possibility of having and bringing JROTC, and so now to give an update on just the amazing program that has been established is absolute joy.

In August of 2022, Duncanville ISD relaunched the JROTC program after 40 years of not being in the district. Duncanville ISD received clearance through the Junior Reserve Officers Training Corps program managers to begin the program with what we call an NDCC designation, that's the National Defense Cadet Corps designation. And that's how you start the program. This designation allowed districts to implement the JROTC curriculum program. However, the program must fully be funded by the district for this beginning designation. While an NDCC designation program, procedural and regulatory requirements are monitored and inspected to ensure district adherence to program guidelines.

But it's my absolute pleasure to let you know that this year we were notified that Duncanville High School met all the success criteria to become what's called a cost share program. What that means basically is we've met the requirements to be an official JROTC program. Under the NDCC designation, the Junior ROTC program was fully funded through the district, and through that by the Career & Technical Education Department. The newly earned designation shifts the majority of the financial burden to the US Army JROTC program, which includes 50% of teacher salaries, uniforms, equipment, and automation. And just for clarity, that automation piece is things like drones, things like simulations, preparing students for the future of what the military is going to be providing and really the workforce is going to be providing.

So, just a couple of highlights for program success. And I want to pause here because much, if not so much of this success really is attributed to the leadership that we had in this program. First Sergeant and her support and just the amazing job that she did with that program. And so, I just wanted to pause to identify that as we start talking about some of the program successes. Yes, high school was a great contributor, a great partner. Yes, the district supported. But this vision, this work, much of what we see, and the very quick success of this program is attributed to that leadership. So, I just wanted to pause here and talk about that. Just a phenomenal job. Anybody knows that when you have a program, it takes a while to get it established, but there was magic in those fingers.

So, with that being said, some of the program success that we want to highlight here is, get this board, out of 400 points for a program that we just started, for two years in a row, they were able to get 394 points out of 400. The acceptance into prestigious post-secondary institution with a 9% acceptance rate was amazing. High community involvement. Board, 100% graduation rate acceptance to post-secondary institution. And we track that because we're a Dallas Promise institute. And so, we're able to apply through the Dallas Promise and track acceptance through the Dallas Promise.

Then I also want to state here in 2022-23, we had one student enroll in the Army and we had two students enrolled in the Naval Academy. In 23-24, board, we had six students enrolled in the Army and four students enrolled in the Marines. It's one thing just to enroll, to be ready to enroll and to be successful is another thing. And then of course we are in compliance with all Army requirements and regulations resulting in our now designation. So, those are a couple of highlights that we wanted to

share.

The shift really was getting the designation. Now that we have received the designation, we can really shift from compliance to growing and building the program. And so, what that looks like is our vision for the future, transitioning focus to growth and student engagement within the program, creating a more dynamic and attractive program. The primary areas of focus are really bridging the gap with the middle school. We really didn't do this in the past because we're trying to meet the requirements, get everything we needed to get in. Now moving forward, that's going to be our focus is really retention and recruitment, recruitment and retention of the program, really leveraging those middle schools.

What that's going to look like is engaging with parents more than we have, communicating more effectively, promoting leadership opportunities within that program, to reach down to the middle school and start mentoring and start recruiting and start providing opportunities for students in that program. And then just showcasing our student success stories. Those students that have gone to the Marines, to the Army, making sure that we're capturing their stories, talking about the success of the program.

Then of course, targeted recruit strategies. And that's creating incentives and recognition for our cadets who are amazing. I like to ask them, "What's that pin for? What's that pin for?" And they can always, they're so proud of what they've accomplished. Active social media presence and storytelling, they do a great job with that.

And then of course, our middle school visits. Building a pathway, middle to high school, our recruitment campaigns we've been very intentional about that. Our cadet mentorship program, we just talked about providing leadership opportunities for those cadets, joint events and competitions, really showcasing our success for JROTC, and just working with the communications department and being just more intentional about communicating the success of the program as we continue to build it out.

Our areas of focus as we stand now, we are in the process of identifying and working with HR to recommend a new senior Army instructor. We also, our focus area is student recruitment, building the program, and then full program implementation now that we're in it, and then increasing the awareness of the benefits of students taking advantage of this program.

So those are our focus areas. Those are quick overviews and updates of where we are with the program. Board, it would be my absolute pleasure to answer any questions that you may have at this time?

President Dr. Flowers commented and asked. I am so excited that you shared all the accomplishments and I'm sad that Sergeant Atkinson is not here. Is it Sergeant?

Dr. Nix replied. Yes, First Sergeant, First Sergeant Atkinson.

President Dr. Flowers commented. First Sergeant Atkinson is not here to enjoy the fruit of her labor. And she did a phenomenal job, a phenomenal job. That's my comment. Any other questions or comments?

Trustee Phillips commented. That was actually my comment too. But thank you for publicly recognizing her work.

Trustee Savage-Martin asked. There was an asterisk by that instructor on the previous page. It's important. Is that what it was?

Dr. Nix replied. It's highly important. And there's an asterisk there because this is an HR situation. It's a future focus area, but it's a current thing that we're working on right now.

Janice Savage-Martin asked. Does it have to be a previous JROTC person, or can it be a previous enlistment?

Dr. Nix replied. Yes, ma'am. We have to work with the Army.

Janice Savage-Martin commented. So, they designate it.

Dr. Nix replied. There are a lot of requirements that must be met for this particular position. And trying to replace someone like First Sergeant Atkinson is like-

President Dr. Flowers commented. Nearly impossible. And because she is the reason that we are financially benefiting from the work that she did and all the things that she paid forward. I just wish she was here. But we are benefiting from all the work she did in a very short period.

Trustee Culton commented and asked. Dr. Nix, thank you for providing this presentation. So, we know how important JROTC is. I can say that in high school I was a part of JROTC and it really kind of changed my focus and polished me as far as leadership is concerned. It also provided the opportunity for college scholarships, which I did not take part in, but it is a very great perk. You mentioned enrollment and wanting to ramp up recruitment efforts. So, can you provide a little about enrollment, the current enrollment level?

Dr. Nix replied. We currently have 68 students enrolled in our Junior ROTC program. And to be frank, our enrollment is down 23%. I wish that I could sit here and tell you all the reasons it's down, but really leadership matters. When you lose someone like a First Sergeant Atkinson, it has an impact on the program. She was so connected with those students and connected with that program. We deal with children and students, young adults, and there's a connection there. And when someone's not there, although the program is still great and although we still have wonderful opportunities, sometimes we have to remind students that the opportunities don't go away just because the person goes away.

So, we have to work to rebuild. We have to work to promote and help students understand, like you did, the benefits of the program. I believe that that's a major reason why we have seen a decline. As well as there are some other challenges at our high school that we shouldn't run away from. We don't have all the space that we probably need to have for our program. But that is something that Sargent Atkinson, she was just so solution oriented. But we are going to continue to rebuild. We're going to find a quality leader, we're going to support that leader, and we're going to make sure our students

have an amazing experience as we continue to build the program.

Trustee Culton asked. What is the budgetary impact of the 50%?

Dr. Nix replied. What is the budgetary impact there is, in terms of actual dollars?

Trustee Culton answered. Yes.

Dr. Nix replied. That depends on as we work with HR in obtaining this new individual, whatever their salary is, we would've paid 100% of that, right? Army is going to take 50% of that. I don't have the exact figures now for how much the uniforms cost and those types of things, but we can provide you with that information, and of course we're working on that, but what is that, as we're working with the Army through this, what are the exact savings to the district by being in this cost sharing agreement?

Trustee Culton commented and asked. I would appreciate that. And then also, is there some minimum level of enrollment that we must meet to have a sustainable program, or in order to continue our program?

Dr. Nix replied. Trustee Colton, I tried to anticipate every question that you would ask. Well, I tried to, and that is not one that I anticipated, so I will get you that information.

President Dr. Flowers: Dr. Goree, this is just another example of when we have exceptional leaders that are making exceptional impact to our district, that we provide them with exceptional support and encouragement because kids do feel it when they leave. And it's just a great reminder that we don't want them to be gone before we talk about the impact that they have on the district. And we want to recognize our leaders, principals, all employees that are impacting students and remember to appreciate them while we have them.

B. 2024 UNRELEASED ACCOUNTABILITY DISTRICT STAAR DATA

Dr. Sam Nix

Dr. Nix presented 2024 Unreleased Accountability District STAAR Data. Well, it is my absolute pleasure to present to you an accountability update for the district. And before I get started, I just also would like to... We're about to talk about unreleased data, and sitting behind me, a litany of principals in the district and I just want to thank our principals for the hard work that they have done. And as we begin to look at this data and as we begin to process through this information, I just want to thank our principals for their leadership, their hard work. I also want to thank the board for making sure that we are focused on student achievement because our goal is to ensure student success. So, as we delve into this, we're delving into it with an open heart, open mind that we are looking forward to continually improving to ensure all our students are successful.

As we do that, I'm going to provide an overview of how our campus has performed on the STAAR from this past spring. This report is intended to give you, board, a clear picture of our current status.

Even though, as you know, our ongoing legal battles that we have around accountability, has delayed the public release of our accountability ratings A through F. Because of this, you're going to hear me say words like "unofficial". You're going to hear me words say like "unreleased", because that's what it is. There's a political thing going on now, and we're in the middle of it, but we're going to be transparent as a district, as a community, as leaders, and we're going to continue to work to improve outcomes for students. So, despite that, we believe it's critical to keep you informed. We believe that transparency is key.

We want to share not only our achievements with you, but also some of the areas that we're focusing on for improvement. We're going to maintain a sharp focus on student success and accountability across the district. We're ready to dive into those details and our next steps for improvement.

So much has changed in the accountability system since our last publicly released rating in 2022. I want to make sure that you have a solid foundation and a clear understanding of all the shifts that have brought us to where we are today by focusing on three overarching areas. The first is the redesign of the actual STAAR test. The second is an overview of the accountability system, including a summary of recent changes. The third is an overview of the district and campus unofficial accountability ratings. So, let's look at the STAAR redesign.

Board, what you see here is a chart on one side, it delineates STAAR 1.0, that's 2022 and prior to that. And then on the right side or my right, you see STAAR 2.0, and that's 2023 moving forward. We just want to give an overview of some of the basic shifts and some of the basic changes. As you can see, I'm going to say STAAR 1.0. That test was administered mainly as a paper test with a couple of online elements, but we've shifted to all online testing. STAAR 1.0 was 100% multiple choice questions. STAAR 2.0, 75% multiple choice questions and technology-enhanced items. You see more integration of technology as we continue to shift. STAAR 1.0, you see the number of tested items is the focus and STAAR 2.0, they're focusing on the number of points accrued. STAAR 1.0, there's a focus on reading, but for STAAR 2.0, there's a focus on language arts.

So, someone may say, "Well, what's the difference between reading and language arts?" Well, we know that reading is the skill of decoding and understanding written text. Language arts is a lot more comprehensive in terms of analysis, comprehension, vocabulary, in terms of grammar, and even writing. You see here revising and editing, extended constructed response. So, it's a lot broader in terms of what skills that students are bringing to the table and are assessed. For STAAR 1.0, all writing was scored by humans. STAAR 2.0, they've integrated AI. So, 75% of the writing scores are scored by automatic scoring engines. STAAR 1.0, less rigorous writing scores with the score starting at one. STAAR 2.0, more rigorous writing scores with the score starting at zero. And of course, STAAR 1.0, the fiction and nonfiction reading passages. And the new test is cross-curricular. So not only is it just reading, but it's going to incorporate science and social studies. And so, it's very important that we really plan for that in our curriculums and in our framework that we're cross-curricular.

So, what did Refresh change? Well, it improved the ability to recognize growth and did that through a transition table with additional proficiency levels. Additional accelerated learning bonus points to encourage a focus on the highest-need students. Added college and career military readiness, indicators aligned to high-wage fields. There was a greater focus on the lowest-performing student subgroups with the "closing the gaps" domain. A fairer district rating methodology using a

proportionally weighted calculation, and I'll explain that here in just a minute. And then of course, improve public reporting. And board, these are really the changes that served as the catalyst for the lawsuit from superintendents across the state. They'd argue that it was just unfair to change these rules in the middle of a school year where we didn't have time to prepare or understand the impact of these changes.

So, we talked a little bit about proportionally weighted calculation. Well, this is an update on the rating methodology, how things were calculated. In the past, the district score came from 40% of STAAR, 40% of CCMR, and 20% of graduation rates. Now, your calculation is based on really how large a school is in relation to the district. I'll give you an example. There's a five-step process. Duncanville High School has, as of right now, 4,407 students. So, you take that 4,407 students and you divide it into the total number of students that we have in the district, which right now our enrollment is around 11,500. You take that number and it's going to be about 40% of the entire district's number. That means that Duncanville High School, whatever they get, is going to be 40% of the accountability score moving forward.

You take another school, such as our second-largest school, Kennemer, with approximately 795 students. You take those number of students, divided into the total number of students for the district, you're going to get approximately 7%. So, Duncanville High School is 40% of the accountability for this district. Kennemer is the second-largest school. It's going to count for 7. So just those two schools are going to count for approximately 47%, almost half of the district's accountability score. That's what proportional weighted calculation looks like. The larger the school, the more that school's going to count for accountability. The smaller the school, one of our smallest schools in the district, you take Smith Elementary with very low... I think we're at about 380 or something, enrollment, 2%, right? So that's what proportional weighting calculation looks like in the new accountability system.

So just a timeline of the change for the assessment. When we were in 2019, that was STAAR 1, and it was the original 2018 rules. In 2020, we still had STAAR 1, but... I'm sorry, we had a cancellation. We didn't take the test. There was a small thing called COVID that happened that we canceled all the testing and the ratings. In 2021, STAAR 1.0 was still there, but the ratings were canceled because of all the things that were going on with COVID. 2022, we took the test, we had a rating, but we were only rated A through C, D if you were a campus, you weren't rated nor an F. The test changed in 2023, the game changed, so that's 2.0. Everything was online, and all the Refreshes now occur. And now in 2024 we're online, and we have the Refresh, but both of those are unofficial.

So, our accountability system, just a quick overview, board. I know you guys know this. You've heard this so many times before. I just want to make sure that we are clear about where we are here. There are three domains. Domain 1 calculates student achievement. For the high school and for the district, there are more elements in domain 1 than for middle schools, intermediates, and elementary. For elementary, intermediate, and middle schools, domain 1 simply calculates student achievement. That's it. For the high school and for the district, it also incorporates graduation rate because high school, that's where graduation happens, and CCMR. For domain 2, that calculates academic growth. 2A, I'm sorry. Academic growth, 2B, is relative performance and that calculates your economically disadvantaged students, the percentage of those. And then of course, your domain 3 is closing the achievement gap. The way that it's calculated is, you take domain 2A or B, the highest of whichever one of those is the highest and/or whichever is the highest of domain 1. The highest of those is

selected to represent 70% of the overall accountability score. For domain 3, it's going to calculate 30% of the overall score. So, when you get that together, you get 100% of the score. And that's how we have a rating for the school.

I'm seeing a lot of looks. They don't try to make it easy. They do not try to make it easy for us to A, understand and B, achieve high levels, but we understand it. We work within the parameters of the accountability system, and we continue to work to make sure that our district is aware of everything with accountability.

This is just a high-level look at all the changes in how they calculate the accountability system. So, for domain 1, elementary and middle schools did not change the methodology, but for high school, they changed how they calculate domain 1. For domain 2A, they changed how they calculated both at elementary and for high school. For 2B, it remains unchanged. And then for domain 3, they changed how they calculate the methodology for those domains in all areas.

Now, for our results as a district. We faced a challenge with our accountability data. Comparing the STAAR results from 2022 to 2023 is not straightforward. You just saw all the changes, all the things that have shifted in how they calculate scores. So, trying to compare our right now unofficial data to the 2022 data that we had is like comparing apples to oranges. It makes it difficult to draw meaningful comparisons across year to year. So, what's the solution to that? Well, we have what we call, "What if" scores. And that is, what if we use today's methodology and ascribed it to the 2022 scores and test, how would it fare? That's looking apples-to-apples. By doing this, we get an apples-to-apples comparison, allowance to see a more accurate picture of our progress. Now, when we look at the 2023 score alongside the what if scores for the 2022, we can better assess the growth and improvements made from one year to the next.

This is our historical accountability data. 2018 and '19, we had a B rating. That was STAAR 1.0. '19 and '20, we did not have a STAAR test. 2021, we had no rating because of the STAAR test. '21, '22, you guys remember we had a B. We had an 82. So that was the last year of STAAR 1.0, the first year of the public, A through F ratings. After the pandemic, we had no public release. Since this particular time. In 2022, 2023, we had an unofficial score of a 73. We had a lawsuit that paused the official release of those scores. And of course, now we have our second lawsuit where there's an injunction and our unofficial score is a 73.

So, as we move forward looking at our district data, when we view this data as an apples-to-apples comparison using the what if methodology, applying the unreleased 2024 scoring criteria to the released '22 scores, we can see the significant impact of more rigorous accountability measures. While our current rating was a B with a score of 82, under this adjusted framework, we would have scored a C, or a 75 as a district. And board, so I want to make sure I pause here. So, where you see the 82 as an overall score for '21, '22, if we applied the rigorous standards that we now have under our new test, we would've been a 75 under the what if score. Does that make sense? The 2022, 2023 unreleased score for the district was a 73. And currently, we're sitting at an unreleased score of a 73. And I just want to pause here for a second to make sure the board is clear.

When we say unreleased, what we have done at C&I is we have calculated by hand, all the accountability scores. TEA will not give us our rating or our scores, but what they will do is they will verify that what we've provided them is accurate or inaccurate. So, we have been able to verify all our

scores for all our campuses. Now, there was some going back and forth and we didn't have some schools right and we had to make some adjustments, and we had to go back and recalculate. But at this juncture, all our scores are verified but unofficial. Does that make sense? But what they will not verify is the district score. So, the district score is not verified because they won't verify it. It's unofficial because it truly is unreleased and unofficial. So, this is what we have. That's why we continue to use that unreleased and unofficial verbiage. As you can see for Domain 1, Domain 2, 2A, 2B, and 3, really board, there are six categories which we showed consistency or improvement.

Out of the six, we've shown consistency or improvement in half of the domains. And we recognize the domains that we have some work to do, and we understand the rigorous criteria around that. But we also welcome that challenge and are planning to address that.

This chart depicts our secondary campus data and outlines that the campuses that are weighted the most, remember we talked about that proportionally weighted change in accountability, where Duncanville High School is roughly 40% of our accountability. Kennemer being roughly 7%. So that's really half. We see that our campus data at secondary is really, although not where we want it to be, helping our district to maintain at least a C rating at this time.

As we move forward to our elementary, we recognize that our elementary campuses are not where we want them to be. We have a plan in place to address much of what we are seeing in elementary. And we are extremely intentional and rigorous about addressing these deficits and challenges that we're seeing. Although may I add as I started, these principals are working extremely hard with a very intentional lens. One of the first things that Dr. Goree did when he got here was, he made it a point to sit down and meet with every principal. He had them look at their scores, their unofficial scores and he had them own it. He had us at C&I own it, and he talked to us about what the non-negotiables were moving forward. We've made some shifts in some of these places, on some of our campuses. And Dr. Goree has charged us with being very intentional about what we're doing and has systems in place to monitor that those interventions and what we are doing is yielding the results that we want to see.

As we look at our unofficial scores for our secondary and elementary campuses, there are a couple of things that we want to highlight as we move to what's next. Couple of bright things. Now there's MAP here. And why in the world would we include anything about MAP in a presentation about STAAR? Well, because MAP is a great indicator of how we're going to perform on STARR. It is quite accurate in terms of where we're performing on MAP and how we perform on STAAR. So, when we look at our beginning of the year MAP data, it shows us that our kindergarten scores are at the 40th percentile or above. Kindergarten, what in the world? Yes, because we have a focus on early literacy and we want to make sure that those kindergarten, first, second, third grade scores, that we are trending in the right direction there so that we can build on that foundation as we continue to improve.

Duncanville High School, which represents 40, that says 49%. It's not quite that high. It's about 40% of the district's accountability rating, improved its overall score by six scale points, moving from a projected 75, C, to a projected 81, which is a B. And then secondary campuses overall have made gains in the A through F accountability ratings.

As I conclude about what we're doing next, well, there's a lot that we are doing. And instead of reading all of this to you, I'll just share an overview that we've gone through the process of... Yes,

ma'am. We've gone through the process of tiering our campuses, and that tiering campuses means that we look at not just general campuses and their ratings, we look at what support each individual campus needs. And that means that we're looking at SPED data, we're looking at language acquisition data, we're looking at behavioral data, we're looking at tenure of principals. We're looking at collaborating with the Chief of Schools. We're looking at all this data to identify what support each campus needs.

And then from my department, making sure that we're tracking that support, that we have a system in place to track the impact of that support, and that we are using that data to make whatever changes that need to be made in terms of how those schools are tiered. I know that was a lot of information. It is my absolute pleasure to answer any questions that you may have. Of course, our Chief of Schools for elementary is here prepared to answer whatever questions you may have about elementary data. And our principals are here if you indeed want to communicate with them about their particular campuses. So, at this point, it'd be my pleasure to answer any questions that you may have.

Dr. Goree: commented. Thank you very much, Madame President. I do want to first thank you Dr. Nix for the information. And trustees, I know it was a lot of information as Dr. Nix has indicated, but we did feel it was information that's very important as we look at the focus and where the district is moving forward. We do look forward to continuing to have academic conversations with the trustees as we move the district to the next level academically, which certainly improves outcomes for our children. Another wonderful opportunity to just thank our principals for the great work that they're doing every day and for them being so receptive to the changes and to the new level of accountability that we have placed in their office. And we do appreciate you for all that you do. Thank you,

Trustee Culton commented and asked. Thank you, Dr. Nix, for bringing this presentation to us. We have wondered for a while how our schools were doing, and so we see from this data that there is a lot of work that must happen. I have a question regarding the tier campuses. The tier three campuses, are those the campuses that have the most need?

Dr. Nix replied. Yes, but here's the dilemma that we have. We really could put all our campuses in tier three, and so we must really be judicious about what's possible, what makes the most sense in terms of where we can allocate our time and resources and support and do it well. Because if all our campuses are in tier three because we all need help and support, then what that means is nobody gets the help and support. Because we don't just have the bandwidth to be everywhere all the time. So yes, tier three campuses are theoretically the campuses that need the greatest degree of support based on how we've tiered them.

Trustee Culton commented. I've also noticed that there are some campuses that once again, have not done well. Historically, they've not done well. And at least one is not classified as a tier three campus.

Dr. Nix replied. That's a great question. The way that we tier our campuses is, we bring a lot of people into that conversation, the C&I Department, in collaboration with the Chief of Schools. And there are so many metrics that we're looking at, not just the rating that was provided by the school. There may be a situation where a principal may have been there multiple years, they're a tenured principal.

They're not going to take as much professional development and support as a brand-new principal in that situation. Or behaviorally, they don't have as many behavioral support needs or challenges that another campus may have, or they may not have the number of bilingual challenges and support needs. So, there are litany of elements that we look at as we tier those campuses to provide support. And here's the other thing, after the nine-week period, we readjust. We go back to the drawing board. After nine weeks, the support that we provided, the tier that this campus is on, are we seeing improvement? Are we seeing that this is helping? What needs to be re-tiered? What needs to be readjusted? This is a fluid thing that we continue to look at and make the adjustments for.

Trustee Culton commented and asked. These scores are quite alarming. I understand the tiers, but is there a robust So, if that information can be presented to us, maybe at a subsequent meeting, then I would certainly appreciate it.

Dr. Nix replied. Absolutely.

Dr. Goree commented. Dr. Nix, if I can jump in, please. One thing I want to add, too, is that even as we look at and where some of the challenges come in is that I'm going to agree with Dr. Nix fully, that our schools performing in general so similarly, the same levels of support are needed. But I jumped in to really speak a little bit more too, I do believe we've added supports in place. And as we look at assessing those supports, especially as we look at our budget situation, it's important that we look at every seat to determine how that's supporting what our children need. Research supports we have a high level of poverty as well as we have a high level of English as a second language in our district. And the research shows that there is additional support that is needed in those settings. We know, in effect, all our children can learn and be amazingly successful.

But in order for us to do that, we're using the tier system to make sure that we're getting as much support where it's needed most for our students. There are some incredible challenges with tiering those schools and really determining how we allocate those supports. But we would be happy to bring that back. We have an amazing plan that we're developing and it's evolving daily. One thing that Dr. Nix did not speak to was, he spoke to it in a way, about our academic readiness team, where we meet weekly and we're meeting as a group and we're really looking at the whole child. We're looking at academically where they are. We're looking at where they are from a social-emotional space. And we're looking at what are those things that we can put in place to move them forward quicker.

Trustee Culton asked. So, the MAP scores, how often is that tested, administered?

Dr. Goree replied. MAP is given three times a year. It's given at the beginning, the middle, and at the end of the school year. The interesting thing about the map data is, and Dr. Nix did say this, it has been the closest indicator to how students are performing on the test. So, we're utilizing that data as we're building all our intervention groups and as we're supporting kids with things like high dose tutoring and things of that nature to support them.

Trustee Culton asked. So, the MAP scores from last year correlated to what we're seeing?

Dr. Goree replied. They absolutely do. And that's how we know the decisions that we're making

around budget are going to be critical because we know that our babies have some deficits, we know that we're receiving them with deficits.

Trustee Culton asked. The mid-year MAPs, when is that testing?

Dr. Nix replied. The MAP window will be in January, so we'll have an opportunity for that mid-year window in January to be able to analyze that data before February gets here.

Trustee Culton asked. Doctor, will you bring that information to us?

Dr. Goree replied. Absolutely. We're going to work on a plan to bring you more details about the things that we're doing. And again, this is a very special space to me within this transformation space. I do believe we have some things in place that are going to make measurable differences quickly for our children. And again, I do want to compliment not only our principals, but also our teachers who have been incredibly receptive and who we have also changed conversation with and clearly make an impact every day.

Trustee Fahey asked. Dr. Nix, can you tell me how many of our elementary campuses are not fully staffed teacher-wise?

Dr. Nix replied. That's a great question. I'm going to yield to HR to help me to answer that question. And she's pulling it up. Yes, downloading.

Ms. Brown replied. Greetings, board members. Currently, we do have teacher vacancies at many of our campuses, we have one at Acton Elementary, four at Alexander, one at Bilhartz, one at Central, two at Hastings, two at Hyman, four at Merrifield, and one at Smith according to our last report that we ran last week, and so we run this updated report each week.

Dr. Goree commented. Fairmeadows have no vacancies. I think that would be our only-

Trustee Fahey commented. Oh, they're at the top. They've got the top unofficial, unreleased whatever score.

Trustee Vera-Cruz: commented and asked. Dr. Nix, thank you for your presentation and your charts. This paper right here, I'm looking at it and please help me understand. So Fairmeadows, you have at number 76, Hyman is at 75, is that correct?

Dr. Nix replied. Yes ma'am.

Trustee Veracruz asked. My question is, so the green is good. Okay. Green is good. Okay, good. So, in collaboration with moving forward and what's making sure that we're phasing in solutions. Has there been a discussion with these principals to see what they're doing?

Dr. Nix replied. Absolutely. First of all, these particular principals, outstanding leaders and as Dr. Goodman is working with these principals, I don't mean to speak for her, but I work so closely with

her that I can speak to the fact that she works very closely to make sure that there are aligned practices at campuses so that these schools are not doing something different than other schools, but that she highlights these campuses when she meets with her campuses. She very frequently makes sure that every leader understands best practice, is going to visit, is going to see, is going to emulate those best practices from a C&I lens. Our support for those campuses continues to yield the implementation. Like Dr. Goree said, they're so receptive and grow-minded, and that matters. And so yes, to answer your question, we are continuing to look at best practices and share those and implement those district-wide.

Trustee Culton commented. Dr. Nix, this is for all the principals in the house. I just want to say that I appreciate, the board appreciates what y'all do day in and day out and we understand that these are just test scores, but it does not account for what you all do and your expertise, your care and concern, your professional development, your administration of your campuses. So, we just would like to take the opportunity since you are here to thank you for what you do and just keep doing that and try to reach every kid to get them to perform at their highest level and whatever support the board can provide or resource, we are here, because all of us in this room want to see all of our students do well. So, thank you.

President Dr. Flowers commented. Thank you again for that presentation. I think that what I would like to see is, this is the report you gave is needed because we're hearing all the conversations, social media and everything else about accountability scores. However, as a board or district, we don't have any control over those things in STAAR 2.0. All those things are beyond our control, but I would like for the board to see the actual did not pass, approaching, meets, exceeds data. Those are the things that we can understand a whole lot better and the scores, the ratings, you think about a report card, and you think, "Well, B or C, it's not that bad." But that's because of the formula that the state uses. So, if you use, if CTE is carrying the heaviest weight for the high school, we don't really see, I know because I'm an educator, but we don't really see how many of our students are not or just approaching and what approaching means.

So that's the type of data we need to see. And Dr. Goree and I have already talked about this, this is not new, but a deeper understanding that's more detailed that we can see how many of our kids cannot or not even close to being able to complete a grade without any assistance. And so that's the intentional data that we need so that maybe we wouldn't have voted on \$300,000 for the scoreboard if we saw some of those things and did something different with resources. So that specific data I think is important.

Dr. Goree commented. Thank you. At this time, we're approaching 10 o'clock and we still have other presentations to do, and I know that I have some people in the room that will be receiving children at schools in just a few hours. So, principals, you are excused and thank you for coming out tonight.

C. BOND PROJECT UPDATE
Andrea Fields

Ms. Andrea Fields introduced the presenters of the Bond Project Update. Good evening again board,

and tonight as we've done in the last several months, present to you tonight the bond update. Our first speaker tonight, of course, we're going to be familiar with him. Mr. Kamara Hawke from LAN who will give a very brief overview at the beginning and then we will welcome Ms. Ida Lisa Camacho who is the principal on the CTE program from Huckabee and she's going to come, I think you've met her before. This is her second time at the meeting, but I don't think she spoke last time or unless she answered some questions. So, they're going to come, and they've got a little video for you at the end that I think you're going to enjoy. Mr. Hawke.

Mr. Hawke started the presentation. Good evening, Dr. Flowers, trustee and Dr. Goree. We're here to make a quick presentation on the update. We've talked about these four items. The Byrd Middle School roofing we finally completed. We had some delays due to rain, but they're all completed, substantially complete, final completion is in progress trying to complete all the paperwork. Weapon detection system Evolv we launched last week, but the high school first we did on while you came back on Monday, we did it on Tuesday, Wednesday, Thursday, Friday. Each day we monitored things, improved every day. We processed roughly 3000 students without any issues. Initially we only opened three lanes, then the four lanes and things improved every day. Now people who are coming just a little bit late, they are slowly improving to come down. So, the system worked fairly well. We worked with Chief Lambert and his staff and the high school staff and it's working really well, and the system is good.

The CMAR, Daniel, Hardin, Byrd, Reed and Kennemer, these are the projects we initiated. The bidding is in progress. We should have numbers next month; we'll bring those to you. The reason why we picked up Daniel and Hardin is they are the two critical schools that need to be done in order to get to Central and Smith. The last package, CSP #1, Hyman, Bilhartz, Merrifield, Fairmeadows, Alexander, documents are all complete. We're going to start the bidding process next week and hopefully in December we'll bring those results. The critical one on that one is Fairmeadows and Alexander, we have already released a part of that mechanical scope, so that's already in progress and the rest of the scope will be made. So, this is the update from us, the high school update. We have the architect Huckabee team to make that presentation on the CTE edition. Thank you.

This was our photograph we took at the high school where the Evolv system is running and here is Huckabee.

Ms. Camacho continued the presentation. Good evening. Hi everyone. Good evening to our president, superintendent, trustees. It's an honor for me to be here today. I'm Ida Lisa Camacho. I'm an architect and principal with Huckabee Architects. I have the honor to continue leading the design development of the new CTE project. We're very excited about how this project has continued evolving and we're thrilled to present today these design updates. But first, I wanted to express our gratitude to the dedicated staff, the leadership and educators who have been integral to the new CTE design journey. Now I would like to turn the floor over Aaron Lindsay here, our senior designer. He will give design updates. Thank you.

Mr. Lindsay continued the presentation. Good evening. I will be as brief as possible. So, to kind of jump right in, obviously what I'm going to touch on are going to be some of the brief revisions and updates to the design based on where it was last time when we presented. As you can see, these two

views are going to be from Camp Wisdom Road. For the most part, it's still the same. We've been able to enhance the entries to cosmetology and culinary arts from the community side, and that's also helped with some other things with regards to the way that blends into the existing campus a little better.

This is another shot. The one on the left is a little more head on to what is going to be the B stroke culinary arts entry. As you can see the canopy rises up, it's curved, not unlike some of the other canopies on campus as well as those that are very adjacent to it that are continuing from the bus drop off and pick up area. Then the one on the right, you can see obviously how nice and formal that presence for the new CTE entry is. It's obviously taking into account the existing brick and those colors and tone so that the campus is blended very well, but also, we're introducing a metal panel that is going to be in the same color as the light brick on the campus, but it's a change of material so that it's kind of the next stage of campus development, if you will.

This is going to be two views from the main entry as you first enter. As you can see, we're studying some nice big super graphics that really kind of have an identification to the CTE building as well as those that will be able to be seen from outside, so it'll have that inside outside presence throughout. Then above you can see these darker blue structures are emulations from the structure of the exterior, so that carries in from the outside to the inside. Then these are the two views that have started to develop for the bistro as well as the cosmetology. As you can see, they both really take advantage of a lot of light and a lot of windows, which is key in this design, and it's really going to generate a really nice atmosphere for the students and the faculty and the community members that are able to come and visit the school.

Video played here.

Ms. Fields concluded the presentation. Thank you, board, this concludes our presentation. Are there any questions?

D. LONG-RANGE STRATEGIC PLAN REVIEW AND REFRESH Connie Wallace

Ms. Connie Wallace presented the Long-Range Strategic Plan Review and Refresh. Good evening, President Flowers, trustees and Dr. Goree. In the spring of 2021, Duncanville ISD engaged in a comprehensive strategic planning process, engaging numerous stakeholders for the purpose of continuous improvement and organizational alignment. Through the planning process, the core components including a shared vision, mission, motto and values were created. In partnership with the board, long-range goals were set and strategies defined to ensure our vision was achieved over the next three to five years. The board of trustees approved the strategic plan in May of 2021 and the work was initiated in July of 2021. Since the development of the strategic plan in 2021, external and internal factors have influenced the plausibility of some of the goals and strategies resulting in a need to revisit, refine, and refresh some aspects of the long-range strategic plan. Prior to and during the recent SLT retreat, we have worked collaboratively with Dr. Goree's guidance to update the plan to ensure that we are headed in the right direction and based on the complexities that you guys recently heard about in terms of the accountability system, making sure that we are on track to achieve our

goals.

So, the purpose of this presentation is to share with the board the district's updates to the strategic plan goals and next month the changes to the goals will be brought before the board for approval per board policy. This slide here just kind of shares with you a high-level overview of some of the adjustments that we have made, to Priority 1, adjusting the percent improvement, extending the goal attainment through 2025, including the TSI scores as a data point. And Priority 2, we have enhanced it with incremental data points and extended it through 2028 because it's such a robust activity that we know that it's going to need to extend beyond the life of the current strategic plan, and we've also updated some of the language.

In Priority 3, we've adjusted with a robust focus on HR processes and practices in an effort to recruit and retain teachers, leaders and staff. And finally, Priority 4, we have collapsed, so looking at this slide here, you see we had operational excellence and financial stewardship as two separate priorities. We've collapsed those two into one priority, so that makes a Priority 4, and we've also streamlined the language with a more intentional focus. So, you have at your desk a one-pager that's on the left side there for your review so that you can see what the priorities are and their associated goals. And next month, I'll be back again to revisit this for board approval. This will give you a chance to be able to digest the information that's being shared with you. Are there any questions?

President Dr. Flowers asked. Could you provide us with a side-by-side of what our current goals are and compare them to the revisions that you've made so that we can see those?

Ms. Wallace replied. Absolutely.

Dr. Goree commented. Thank you, Ms. Wallace. I do want to also encourage the board as you review this over the next month before we bring those revisions for a vote to please reach out if you have any questions so that we can clarify that. We are super excited about the strategic plan and how it will guide our work as we move forward.

E. 120-DAY REVIEW
Dr. T. Lamar Goree

Dr. Goree presented a 120-Day Review. Thank you very much, Madam President and to the trustees, certainly my first time to ever present from this side of the horseshoe, so excited to have this opportunity to present on my first 120-Day Review of having the pleasure of sitting in the superintendent seat in this district. As I did the math today, today is my 150th day, not 149, not 151, but my 150th day in the district, and I will just publicly say it has been one of the most rewarding things that I've done professionally in my life, so I do publicly thank the trustees for entrusting this work to me. I do want to remind you though, that as I entered the district, one of the commitments that I had was to make sure I did everything within the first months on the job to learn as much as I could about the district.

For me to learn about the district, I knew it would be important for me first to listen. And in that respect, I've had an opportunity to hear from many different stakeholders. I knew that it would be important for me to learn about those things that have worked well in the district as well as those

things that may not have worked well and then to develop, to build a plan around what are those things that we're going to do as we move forward. A couple specific things that I've done as we look at each of these categories as it relates first to listening, I've met with the board president as well as each one of the trustees individually. This has given me an opportunity to learn about the history and the things that have happened in the district. I've also met individually with direct reports.

I've met individual principals and numerous other external stakeholders in our district. When we think about learning, the main thing that I point out with learning is I've had an opportunity to learn a lot about the finances of our district as well as those things from our teachers that are working well in the district and things that we need to improve upon as we move forward. I've had an opportunity to collaborate with campuses as well as an opportunity to really meet individually with those school leaders and talk about those things that work well, we talk about that planning and building stage. And as Ms. Wallace just presented, the strategic plan will be the strength of those things that we do as we plan and build for the future. I've shared with many of you that I am extremely ADD, and I will switch and go in a different direction in a moment's notice, and that's why it's important that we have strong strategic plans so that it does focus, not only me, but it focuses everyone on keeping the main thing the main thing.

One thing that I spoke of earlier that I'm super excited about is our academic round table, and that's an academic conversation that we have once a week. We pulled our Chief of Staff, our Chief of Schools, our Chief Academic Officer, our Chief of Student Supports all together, and we have holistic conversations around what are those things that are affecting the academic success of our program. We are making changes in the moment. We bring people in. Different people come in to present as we look at how do we continue to support the academics of our district. I've been very clear in several presentations and a conversation that I love to talk about is we are truly the district of champions, but for us to ensure that every child can experience that championship experience, we must make sure that every classroom is a championship opportunity for children.

We know that many of our children may never play a sport. Many of our children may never participate in our phenomenal fine arts programs. But we do know every child will go to a classroom and that's why our work every day is to make sure that that classroom experience is one of champions. And I've already said thank you to the board, but we all know, and we appreciate that the beginning of this work begins with a strong relationship with the superintendent and a board, and I publicly present myself, and I know that I publicly let you know that I'm here to work alongside the board. We have had wonderful Team of Eight training, and I do believe that we are the group to really move the district forward. So again, I say thank you to the trustees for the work that you do to support what we're doing for children every day.

When we talk about community relations, we know the importance of community relations, and I've had several incredible opportunities to engage with the community. I do believe too that as we look at what's that tiebreaker oftentimes for communities, it's that relationship and really having an opportunity to go into the community and to make that difference. Just looking at some of the pictures up here, I've had an opportunity to meet with the educational foundation, had the opportunity of course to interact with our local churches. That's a picture at Concord there. We've had opportunities and I've had opportunities to meet with our local state representatives and the relationship that we have with our state legislature will be extremely important as we go into this

legislative season. In building those relationships, we do, and I promise you that we are positioned to have that quick access to our legislators as we go into this season.

I've had opportunities to meet with our retired teachers, opportunities to meet with our local Chamber of Commerce people, as well as opportunities to just invite businesspeople in as we did on the first day of school to come in and to work with our system. We are committed to continuing to be a school system that invites our community in so that they can continue to help us with that impact.

Senior leadership and principals, we thank the principals tonight several times. I'm one that believes and knows that the most critical seat in a school district is that of the principal. The teacher's seat is very, very, very, very close. But I tell people oftentimes that our teachers can't be their absolute best without phenomenal leaders, and that's why I put a lot of time and build our programs around our principals in making sure that they are prepared to lead with impact. Now, in that respect, my senior leadership team, and I thank them for their presence tonight, we're not going to let them leave early, but I do want to thank them for their impact, because as we do things like design and redesign our strategic plan. We design those plans with a support mindset, a servant mindset. It is our job to make sure that we're designing those plans around supporting campus principals so that they can then in turn support teachers and teachers, then help children reach their wildest dreams. So really thank our senior leadership team for all that they've done to impact the work as we move forward.

One thing that we know that's very, very important is of course, the support of students in our fiscal responsibility, and I'll speak a little bit to that tonight. I do believe that we're all sitting in unique opportunities because the fiscal health of our district is important and it's at stake. So those things that we do in that space are very, very important. One thing that we know is that as we support students, we have a very unique opportunity with the bond and as we look at how we're redesigning schools and how we're looking at our, not only our choice programs, but our signature programs and those things that we do as students go to high school, we have a unique opportunity to really increase the population, increase the number of students that we're educating in our system.

If you look at the chart that's on the board, it shows you at our elementary schools, we do have those choice programs at Acton, Alexander, Central and Hastings. And you see we have signature programs at our other elementary schools. We then go over to the middle school and at the middle school level, we're also offering those signature programs, specific programs at each of our schools. This is a space here where we see an opportunity to really make great improvements so that we do have greater success as we take students into our high school programs. We own that there you see the little leak in the pipe. We own that there are some areas there where we must improve, and we are looking forward to utilizing this bond opportunity and the work that we're doing as we reorganize and we reignite and really look at our choice opportunities, we see this as an opportunity to really fix the pipe so that we have a seamless flow from our students in kinder to graduation to meet the needs, whatever they desire to do.

Now, this is very interesting data, and we know one of the easiest ways to increase the funding of your school system is to increase the number of students in your school. Because we're funded based on students, this chart looks at over several years the number of students that live within our attendance zone that are going to school in different places. For example, if I just look at, I'm going to go across here at A W Brown, and we know that A W Brown is not a factor anymore, but if you look

there across, we were losing as many as 137 students to A W Brown. Now I'm going to go to the next page here, and this shows the total. If you look at the total, and I'm looking at the 22-23 school year, which is the most recent data that we have, we lost 4,125 students to other school systems.

Now, to be fair, we did have a little over a thousand students choose to come into our district but imagine what it would do to our resources and opportunities to not have to cut valuable programs if we captured at least half of those students or even 75% of those students. For us to do that, we must make sure that our programs are high quality and that our choice opportunities are in place to support students. We all know, and we are aware that our market is very attractive to charter schools, and the charter school movement is about choice. We are about choice. We're looking at choice opportunities, and what I challenge my staff every day is to make sure that we are the best choice so that we do see more of those students choose to stay within our school system.

Now, when we talk about supporting students and choice opportunities, a part of my survey that went out for within my first 90-day survey, looked at everything from a choice perspective and really questioned teachers, community and parents as to those things that they want to see in choice.

And these are just three high-level things that I found to be interesting. 86% of our teachers favored options that partner students with the community, whereas 88% of our community members were interested in options that encourage college dual enrollment. But then when we looked at our parents, 83% of our parents favored the option that aligned to the future job market, which makes very good sense. What I will say though is that there is a strong, strong desire for choice opportunities. Parents of today generally are not... Some parents may choose to go to the school down the street, but many parents are looking for those options and what those may be. And I do believe that's part of the reason why we've seen charter schools do well at recruiting students.

Now, as we look at our bond implementation and what will happen, I think there are some important dates here that we must look at because the bonds pass and we're growing closer every day to having to address some of those things that go with the bond. I think one of the biggest things that came out of the bond work was that we will move away from intermediate schools and look at having elementary, middle, and high schools. Now I do want to go through this and speak about what's shown on the display. For example, if we look at our campuses, Daniel Intermediate School will be under construction from January of 2025 to July of 2025, so that's starting this January. They will start to do light construction at that school. And this construction will be things that will be appropriate of course with students and staff in the building. They will time all of that and there's a wonderful timeline to do that. But what you'll see is in August of next year, in '25, Smith Elementary School will move into Daniels Elementary School. Now, at that time in August, Smith Elementary school will go offline because the plan is that the construction will happen there for it to become our pre-K school.

Going to the next line. Hardin Intermediate School will be under construction from January 2025 to July of 2025. In August, Central Elementary School will move into Hardin, which will then be a K-5 school, and at the same time, Central will go offline because it will become a Choice Academy. Looking at the next line, looking at Alexander Elementary School, from January of 2025 to July, it will be under construction. So, then you'll see the fifth graders from Brandenburg Intermediate School moving to Alexander Elementary School, which will be a K-5 school at that point. Now, the sixth graders in that community are already at Kennemer, so that's not going to create an issue, but there's

another unique issue there. Brandenburg will go offline at that time.

So, what you'll see happen in the next school year, you'll have Smith Elementary, Central and Brandenburg offline so that we can begin to do the construction, the renovations there around those programs that they will reopen as in the future. Now, I will say that we talk about the sixth graders at Kennemer, one thing that the team is working on as well is we're working on developing a feeder pattern, a true feeder pattern. It's something that really Duncanville has never really had, but really working on a feeder pattern so that we do see more consistency as we develop programs where students will go. And there's certainly more to come on that. We're in the beginning stages of that work.

One thing I'll say is that when we talk about the different metrics and measures that we're using, we're looking at all forms of data. One thing that we're very big on is qualitative. There's a qualitative side, but we know the quantitative side is very important too. So, as we make these decisions, even as we look at it, is it a fine arts academy, which we do believe to be our best course of action, looking at Central and Brandenburg. But we're looking at the data and how that data speaks to that. The next thing I'll speak to too is even if we're looking at when do we reopen schools, the data's going to speak to that, and a lot of that's based on our enrollment. We must be very careful as we redesign and reopen programs that it's meeting the needs of our population. Our primary goal is to make sure that we're using our choice programs to attract students and certainly to retain students that are already in our system.

One other thing too that we as a board, we as a system should be super proud of, is the work that we're doing with our culture and our safety. We do have every type of intervention, every type of support for students, from restorative practices to mental health support. All those things are in place, and I truly do believe until you address the whole child, you are not going to get the full benefit from their performance. So, we do have those things in place and continue to develop on those every day. Really proud of our relationship with our local law enforcement. Our police department does an excellent job of really partnering with our local police force, and in fact our fire department as well within our city. They serve on several committees in our school system and are proud of that relationship.

If you look at and think about some of those things that are the next steps for us, we want to certainly make sure that we ensure that we are providing every child with a quality education without overspending, and that's the simple theme of our cost containment committee. How do we make sure that we expose children to as much as we possibly can within the dollars that our taxpayers have provided us? And of course, establishing Duncanville ISD as a destination district for students, teachers and for staff. Making sure that as we develop choice programs, making sure as we look at the signature opportunities, making sure as we look at the simple tier one educational opportunities for children, whether you're looking at literacy or numeracy, that we're doing the very best so that we are the positive conversation when you're in the grocery store and when you're on your neighborhood apps, making sure that we are that positive conversation.

Some key takeaways that I will take from this work for the first 120 days, first is that we have an outstanding community. There are so many people who don't have children in our system that stand readily available to support the work that we're doing every day. The reception has been just 100%

encouraging as we look at what we must do in the future because there's so many people that are rooting for Duncanville and rooting for our children to be the very best that they can be.

We know that parent engagement is a key to our successes. One thing that school systems often struggle with is how are we going to engage our parents and really make sure that we define the role of what our parents can do and how they can support what we're doing. We stand committed to continuing to work in that space and continue whenever we can to engage our parents and to really define their role and to help them to help their children in any way that we possibly can. I find that most parents are doing the absolute very best that they can and they're also very open to that opportunity for support, so we look to support them as we can so that they can help their children.

We're committed to having strong leaders and great teachers. One thing that we're spending a lot of time with through our work with the Holsworth Group is really looking at how do we streamline those pipelines and make sure that we have provided teachers, and our teachers wanting to move into the assistant principal role or even our assistant principals wanting to move into the principal role, making sure that we have streamlined processes so that that is a reality for our people. And of course, last, we understand the impact and importance of having students in school daily and engaging in a high-quality educational opportunity with learning.

One thing I'll tell you is that when we talk about attracting students it is a great way to increase revenue. Another way is to have better attendance rates, and that's something that we're proud of this year. We're certainly trending ahead of where we were in previous years, but really looking at that data weekly and making sure that we continue to improve upon our attendance rates. And what I tell people is not just because it's more money tied to that, but more importantly, children can only learn when they're in school and really provide that opportunity for our children.

Again, thank you so much for all that you do to make my days easier, and I really look forward to continuing to do this on behalf of children. I would welcome any questions at this time about the first 120-Day Review.

Trustee Savage-Martin commented and asked. I found your information on the TEA transfers out report very good. But are there strategies to keep charter schools out of our community?

Dr. Goree replied. What I will tell you is that the main strategy that we have, and I actually have had this conversation with staff very recently, our strategy as our hands are somewhat tied today with keeping them out of our community, but our strategy has to make sure that we are providing an option that is competitive and that we are that choice that parents are selecting. I think when you look at legislation in the state, I don't think charter schools are going away anytime soon, but I do think that with that choice option, we can make sure that we utilize that to just to push us to be more competitive and to attract as many students back as we can. We looked at when I stand before you in a year from now, when you look at the data or when you look at the data from year to year, we see that those families that are choosing charter schools, we see those options go down, especially as we build on our choice programs and we see more of the students choosing to stay in district.

Trustee Culton commented and asked. Thank you Dr. Goree for the recap. I do have some questions regarding the slide, fund implementation. In particular, the move August 2025. Could you just clarify

that section for me?

Dr. Goree replied. I will. Thank you very much. So, if you'll remember, as we go away from intermediate schools and as through our bond work, we look to go to K-5s, you're going to see that Daniel Intermediate School will now become the elementary school for Daniel and Smith. So, Smith students who are currently would be at Smith today, let's say, those students will now go to the K-5 school at Daniel. Now that sixth grade students will go to Byrd, which would be the middle school, because the middle schools, I guess that's the component that's probably not here, is that the middle schools will now become six through eight buildings versus seven, eight.

So, you'll have K-5s, you'll have six through eights, and of course we'll have our high school. Now the same conversation happens, it's Central. Hardin will become an elementary school, currently the intermediate school. It will become the elementary school for Central and Hardin students. So that'll be a K-5, and the sixth graders will go to Reed, so that Reed will become a six, seven, eight school. And going to the last column there, when you look at Alexander, Alexander will become the K-5 school for Brandenburg and for Alexander with those sixth-grade students in the current alignment going to Kennemer.

But that's the part that we do want to review and make sure that we are a little better aligned, especially from a logistics perspective. If you think about the distance from Brandenburg to Kennemer, even though that's happening, we do believe we can better align and make some better decisions from transportation reasons too if we look at our feeder patterns.

I think if you keep looking at that and call me, we can talk through it. It is somewhat complicated to look at and just wrap your mind around. You have look at it for an hour or so, but at the end of the conversation, we will have pre-K-5s, which is going to be much better from an accountability perspective. Research also shows that the fewer times you change students' school, the better they perform, and I think we're going to clean that up by doing away with intermediate schools. And again, that was a part of the vision that the community is aware of because that was a part of the bond.

Trustee Fahey commented. This is just a piggyback comment about the Brandenburg to Kennemer. I'm thinking about Alexander to Kennemer. If you're a family, they'll go from almost Cedar Hill, a street over from Cedar Hill all the way through Duncanville to Dallas. And that's just for a family with a couple of kids under 10 or whatever. That's a lot of gasoline.

Dr. Goree replied. That's a lot. I'm very big on looking back at historic perspective and what historically happened, and we really don't have a good answer as to how that attendance line was drawn that way, but we do see this as a great opportunity to clean that up and to be a little more efficient. And with fuel, you're correct. Fuel costs are huge increases we've seen in our fuel costs for our buses, so if there is anything we can do to save some money too, we're going to take advantage of it.

10. COMMUNICATIONS FROM CITIZENS

President Dr. Flowers stated. We received three cards, and before you make your way to the front,

please allow me to read the following. State law prohibits board members from responding to speakers in public form unless the topic regards a matter specifically posted on tonight's agenda. The board will carefully consider any concerns expressed and an administrator will investigate the matter.

At your request, the administrator will contact you regarding your concern. Speakers will limit their comments to three minutes. If more than five speakers are present, speakers must limit their comments to two minutes. If delegations of more than five people plan to speak on the same topic, they should appoint one representative to speak on their behalf or be limited to five speakers. Any discussion concerning specific personnel is prohibited in open session. If you wish to address the board regarding a personnel matter, please contact the superintendent's office to schedule the matter for a future closed session meeting. Having stated that, when I call your name, please come forward, state your name and your address and you have three minutes to address the board. Rachel Edwards.

Ms. Rachel Edwards addressed the board. Good evening, Madam President, Superintendent Goree, and the Board of Trustees. My name is Rachel Edwards. My address is 1002 Quail Run. I am the current band booster treasurer and proud parent of three Duncanville students. We chose to live in Duncanville 20 years ago and place our children in our district schools because of our family's commitment to public education and the excellent reputation the band program holds. My husband and I believe strongly in the lifelong benefits being in band provides. Our oldest is a senior at the high school. She's on the swim team in YAG, HOSA, NHS, top 10 in her class and a drum major in the marching band. She's able to do it all at Duncanville for which we are grateful. However, having firsthand knowledge of these different groups, it's becoming increasingly clear that not all are given equal respect, attention and resources. I was under the impression that our district cares about and prioritizes all students.

It was my understanding that the district has been striving to change our perceived reputation to reflect that we are a City of Champions in all areas of student life. But recently I've had doubts. On numerous occasions our students and directors have been treated unfairly by leadership and staff outside the fine arts program. Practice times had to be changed at the last minute to accommodate athletics, even though the band had long been on the field schedule. A member of the coaching staff yelled at our student volunteers working a barricade at Wednesday's UIL event. A barricade in place to not only keep our students safe, but students from visiting schools safe. The safety of our students was not prioritized or taken seriously by the district at recent away games. This is unacceptable. At South Oak Cliff, I personally had to try and escort students through unsafe crowds without any assistance from security or police.

The band has requested to be placed on tonight's agenda as well as previous month's agendas and we were not included. This isn't the first time this has happened. Last year's spring trip to D.C. had to be canceled for this very reason. Our wind ensemble has been invited to the prestigious Music for All National Festival in Indianapolis this spring. This is a great honor and recognition for our district. Why have these 52 students not been celebrated for this great accomplishment? We are being nationally recognized, yet there has been only one mention of the band on the ISD social media account from the start of the school year until now. There has been no mention of our marching contest results or our 30th annual DMI contest held this past weekend. We said we had some of the highest ranked

bands in Texas at our school on Saturday.

Not only are you missing out on supporting our students and directors, but you're missing out on positive media attention for our district. I hope you're aware and realize that we have one of the best band programs in Texas. We have an amazing fine arts director, and all our band directors go above and beyond each day to give our students the absolute best music education possible. They spend countless hours pouring into our students so that they can be successful in any path they take. Are we a district that cares about all students? We ask you to show it with your attention, your participation and resources. Thank you for your time and your thoughtful consideration of my concerns.

President Dr. Flowers called to the podium. Lamara Babels.

Ms. Lamara Babels addressed the board. It's Lamara Babels. I reside at 5971 Wisdom Creek Drive. Good evening board members and superintendent. Thank you for the time to come and speak to you today. I know that your work while in an elective position is voluntary. It is also because you have a genuine interest in our district. I'm a proud mother of a DHS band member in her senior year, and I'm here to make you aware of a few major concerns that I feel you must be unaware of, otherwise you'd have stepped in to assist. The education and safety of the students of DHS is to be a top priority here. However, the entourage of over 300 members that travel to and from games is all but safe. There is no security or police presence, and this is becoming an increasing concern. Primarily this year we were fearful during the SOC game as well as the game at DeSoto. There is no assistance getting the buses through traffic or into the lots.

No one assisting the kids across the parking lots into the game, after halftime when our students return to the lot to put up equipment or after dark when we leave. While we are very organized and do our best, crowds are largely rude and inconsiderate, zipping by with vehicles and no regard to our group of walking students as well as pushing their way through our lines. During the SOC game, as there were rumors of guns in the crowd, tear gas and large arguments of people, our kids were trying to use a restroom, and parents were having to shield and protect them from all of the pushing and shoving that occurred. Also at the SOC game, our buses were stopped in all the traffic next to the gas station after a shooting took place because we didn't have an escort. We could still see the crowds gathered and we were fearful of our students' safety as we sat there unable to move.

Our program is a seven-year program that produces some of the most amazing student scholars. Since 2018, at least 50% of the top 10 seniors were in band. The athletic department has an academic advisor that helps with scheduling issues, grading issues, college recruitment and their overall mental state. Where is the fine arts department academic advisor counselor? We are the only program where students must be eligible from the first six weeks all the way through May due to our events and opportunities. They need someone who understands the demands of fine arts and can help them through entering as a freshman, taking on the demands all the way through college recruitment.

We are required to be at everything, every game, but we are recognized for nothing. Once when our kids were recognized here, they were given a paper certificate while an athletic team received yard signs to display. Almost all district communication is focused on athletics. We would love to see more security support at our events and more recognition for our students' accomplishments. Thank you for your time.

President Dr. Flowers called to the podium. Christine Kemp.

Ms. Christine Kemp addressed the board. Good evening board members. My name is Christine Kemp and I live at 607 Holly Lane. Thank you for the opportunity to speak tonight. I stand here as a parent and advocate for an incredibly valuable part of our school community, the award-winning band program. Our amazing band is more than a collection of 300 talented musicians. It is a cornerstone of school spirit, a builder of community, and a crucial aspect of our students' development. Despite these truths, our award-winning band has been facing neglect. The budget cuts, the lack of proper resources, the insufficient support of our amazing band directors and the talented students have all taken a toll. Music education fosters discipline, teamwork, and a sense of achievement. Studies have shown that students involved in music are more likely to excel academically, have better attendance rates, and develop strong social skills.

By neglecting the band program, we are not just depriving students of these benefits, we are diminishing our entire school culture. We want to emphasize that this is not about pitting athletics against the band. Both are essential. Both deserve our support. And it's about recognizing that all students are important and investing in their diverse talents and futures should be equally important.

Our phenomenal band should not feel like it's being left behind. We are an award-winning band with many achievements and our students deserve to feel valued and supported for their hard work and dedication. I urge the board to reconsider its priorities. Let us re-invest in this iconic band, provide the necessary resources and ensure our students can march to the beat of their own drums literally and figuratively. Thank you.

President Dr. Flowers called to the podium. Tania Thomas.

Ms. Tania Willis addressed the board. My name is Tania Willis and do I need to give a Duncanville address?

President Dr. Flowers replied. Your address.

Ms. Willis continued. 1317 Meadow Creek Drive. Good evening, everyone. Board members and everyone else who's come. Today I stand before you to advocate for the dedicated students and families who invest their time and effort and money and passion into making our music program a success. First, many of our students feel used. They attend every event, practice tirelessly, and yet often go unrecognized. They dedicate themselves fully, yet the spotlight seems to shine everywhere else, often focused on other extracurricular activities and leaving the fine arts department to linger in the shadows. This imbalance not only diminishes the morale of our band members, but also fails to acknowledge the incredible talent and commitment that exists within our ranks. Our children notice the lack of support when it comes to their events. Some ask why does the school feel so indifferent about their events when it comes to their extracurricular activities?

We are expected to support everyone else unwaveringly. Are they not important enough? Have they not won enough awards to gain respect from their administrators, teachers, and peers? Many of our kids wonder why they see other school sports teams support their band at competitions near and far

when our school won't even show up to a free show offered to the community by the band at our home field. Please ask yourself, when was the last time you supported the band program by coming to a concert or a competition or anything recognizing how special these talented children are? It's crucial to recognize the commitment of our band families. My kid has been in band since sixth grade, and I have watched him grow each and every year in his craft. Nearly 900 students from grade six to 12 dedicate time, effort, and resources to this program. When counselors or other teachers suggest that students just quit band, that undermines the position and dedication of these families. They are asking the kids to give up on their passion for music, but also on major life skills.

Many students have admired that they have learned valuable life skills such as time management, discipline, responsibility, hard work, dedication, and perseverance while in the band program. This program breeds an environment of success and pushes students to a higher caliber. Let's not forget the students who spend over 12 hours a day at school excelling in academics as well as extracurricular while feeling undervalued, their hard work deserves recognition, not dismissal.

This past week, many of our band boosters have worked basically double shifts, almost 80 hours with the kids because we've been trying to support them. In closing, I urge our district, our educators, and our community to recognize the invaluable contributions of our band program. Our students deserve consistent leadership, adequate resources and support from their administrators. Let's advocate for a more balanced approach that honors the dedication of our students, whether in athletics or the arts. Together we can ensure that our band program thrives and continues to shape the lives of our young musicians for years to come. Thank you and have a blessed one.

11. ADJOURNMENT AT 10:53 PM



Dr. T. Lamar Goree
Superintendent of Schools

Board President

Board Secretary